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IDENTIFIERS Future Homemakers of America

ABSTRACT

Designed to help build basic homemaking skills, this core curriculum instructional package, which was teacher-developed in Oklahoma, is a collection of teaching ideas to promote motivation and learning in the classroom. Activities are included for the following subjects: (1) orientation to Future Homemakers of America; (2) occupational information, such as locating jobs and job success, and specifically about occupations in child care and home economics-related areas; (3) pattern and fabric selection; (4) sewing equipment and techniques; (5) clothing care; (6) consumer awareness and decision making; (7) food and nutrition (covering also specific types of food, such as dairy products and eggs), meal planning, and recipe use; (8) kitchen utensils and table service; (9) safety and sanitation; (10) personal home environment; and (11) family and peer relationships. While the majority of the ideas are games and puzzles, there are also suggestions for skits, bulletin boards, displays, and listing and demonstration of student objectives. Answers to the puzzles are provided at the end. (ELG)

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85+ WAYS TO IMPLEMENT HOME ECONOMICS I, BASIC CORE

Developed As A Joint Effort
Between
Central State University
Under The Leadership Of
Wanda Wilson

and

State Department of Vocational Technical Education
Under the Leadership Of
Joyce Sawatzky

For The Division of Home Economics Education
Nedra Johnson, State Supervisor

OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
Leslie Fisher, Chairman
Francis T. Tuttle, Director
Bob Patton, Coordinator, Curriculum and Instructional Materials Center
1977

CE 017 452

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INTRODUCTION

Whoever said, "Learning must be painful. . ."? To be sure, the statement was not uttered by a vocational home economics teacher.

The purposes for development of core curriculum instructional packages include program uniformity, minimum program standards, and a means for a higher level of student and teacher accountability. HOME ECONOMICS I: BASIC CORE is a storehouse of home economics information intended to help build basic homemaking skills. The success of its utilization depends on each individual teacher to "localize" and "personalize" the instructional materials PLUS create motivation--an intense desire to learn--within the teaching-learning situation.

Without further ado. . .take a "peek" inside this publication! 85+ WAYS TO IMPLEMENT HOME ECONOMICS I, BASIC CORE is indeed a wealth of teaching ideas designed to help you promote motivation and learning in your classroom situation.

GOOD LUCK!!!

Joyce Sawatzky
Curriculum Specialist

P. S. The answers are in the back of the book!

ACKNOWLEDGEMENTS

Materials included in this publication were adopted from presentations made by teachers and participants during an Institute on Implementing HOME ECONOMICS I: BASIC CORE conducted by Central State University, Edmond, Oklahoma. The director of the institute was Mrs. Wanda Wilson, Vocational Home Economics Teacher Educator, Central State University, and Mrs. Beatrice Paul, Vocational Home Economics Teacher, Chisholm High School, Enid, Oklahoma. Contributors for 85+ WAYS TO IMPLEMENT HOME ECONOMICS I, BASIC CORE were:

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Sincere appreciation is expressed to these individuals who have conscientiously contributed their time, talents, expertise, and knowledge for the development of this publication

An extraordinary commendation is deserved by Wanda Wilson and Bea Paul for their dedication, pride, and leadership during the development of this publication. Special thanks goes to Nancy Nelson for her many hours and cooperative attitude.

Recognition is also given to Sherry Adams and Anna Johnson whose help was invaluable in the typing of this publication. Special gratitude is given to Bob Patton for his guidance and encouraging support as Coordinator of the Curriculum and Instructional Materials Center.

ORIENTATION TO FUTURE HOMEMAKERS OF AMERICA
UNIT I
MOTIVATION TECHNIQUE

FHA IS.....

C H A P T E R S V K A J G

R H C O N C E R N S T N O

M E S E A R C H E E I P G

F R I E N D S M L D Z E N

L O J L U G I Y N O G X I

I M P A C T X A B R G P R

D C Q R N D T P O N U L E

E K B E V S H W I E K O V

A T E C R P I K F U N R O

S T H E D N R A Q S S I C

P A D I G O S H A R E N S

W N B C W T L E A R N G I

U L E A D E R S H I P A D

CHAPTERS
FRIENDS
IMPACT
GROWING
UNDERSTANDING
LEADERSHIP
WORKING
EXPLORING
FUN
IDEAS
SEARCH
LEARN
CONCERNS
DISCOVERING
TEEN TIMES
HERO
SHARE

"FHA IN ACTION"
Unit II

Objective #1-Telephone Puzzle

Following is a list of 5 (five) of the main terms relating to FHA in Action. Use the telephone dial below to decode these 5 terms. The definition is beside each term. Remember, each number identifies 3 different letters, such as a #2 could be a "A", "B", or a "C".

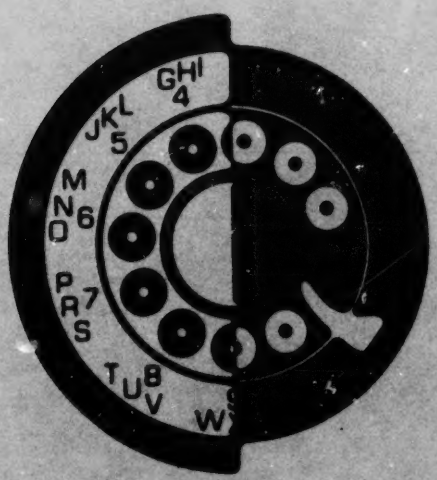
1. 7 8 2 6 3 4 6 4 2 6 6 6 4 8 8 3 3 — Permanent or regular committee provided for in the bylaws.

2. 2 9 5 2 9 7 — Document that includes rules that help to keep the local chapter running smoothly.

3. 2 3 4 6 2 — Means "for a specific purpose" or "for a special case only".

4. 7 7 3 2 4 2 5 2 6 6 6 4 8 8 3 3 — Appointed to take care of specific jobs; functions only until task is completed.

5. 3 9 6 3 3 4 2 4 6 — Means "from the office" or "by virtue of the office".



"FHA IN ACTION"

Section A-Unit II

Objective #3 - "What's My Line"

TEACHER PREPARATIONS:

A. Write complete title and description of each FHA officer on slip of paper for use by "mystery officer"

B. Use information sheet to prepare "clue sheets" for students to use in order to match the officers to the appropriate description.

Example: The President would have four clue sheets: presides at chapter and executive council meetings using a carefully prepared agenda and parliamentary procedures; serves as Ex-officio member of all committees; appoints special committees as need arise; provides leadership that will expedite chapter, state, and national projects.

C. Prepare two containers; one to be used for the complete titles and descriptions and one to be used for the "clue sheets"

D. Prepare one set of cards for each "mystery officer" that number from one to ten

E. List all officers on chalkboard before class begins

GAME PROCEDURES:

A. Select one person (from each group) to be "mystery officer" who will draw one title and description sheet from container to hold during questioning

B. Take turns and draw clue sheets from container; use to ask the "mystery officer" questions

1. If mystery officer answers "no" to question, return the clue to container

2. If mystery officer answers "yes" to the question, the team retains clue to use to "guess" the officer

3. After the group has received two "yes" answers, they can confer as a group and guess the office. The mystery officer is holding cards numbered from ten to one. Each time mystery officer is asked question about office the top card is removed. When the team correctly guesses the office, the number of points that is on the top card is earned

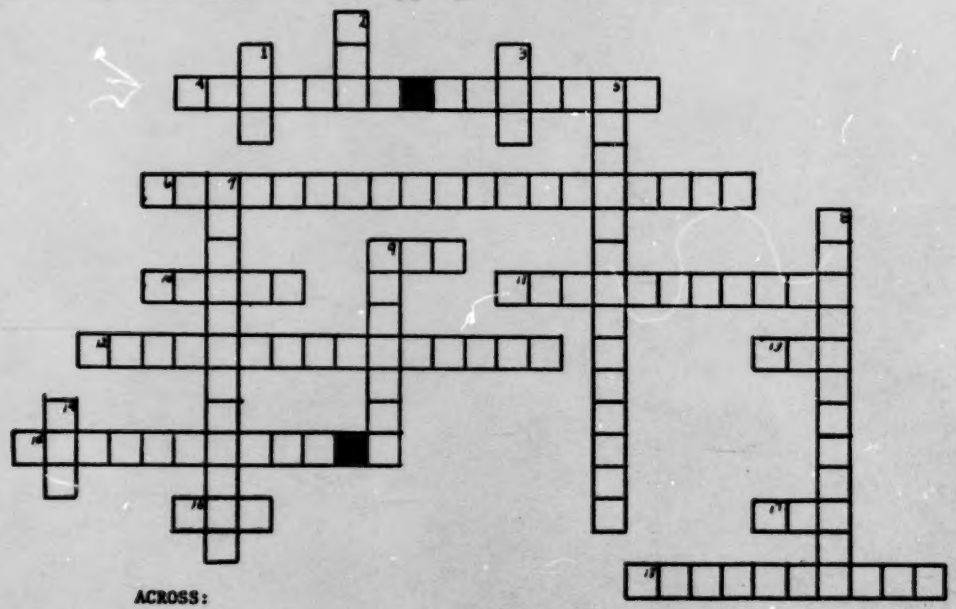
C. Repeat selection of mystery officer and continue until all offices are played

"FHA IN ACTION"

Section A-Unit II

Objective #4-Crossword Puzzle

Directions: Complete the crossword puzzle below by matching the correct FHA committee to the appropriate function.



ACROSS:

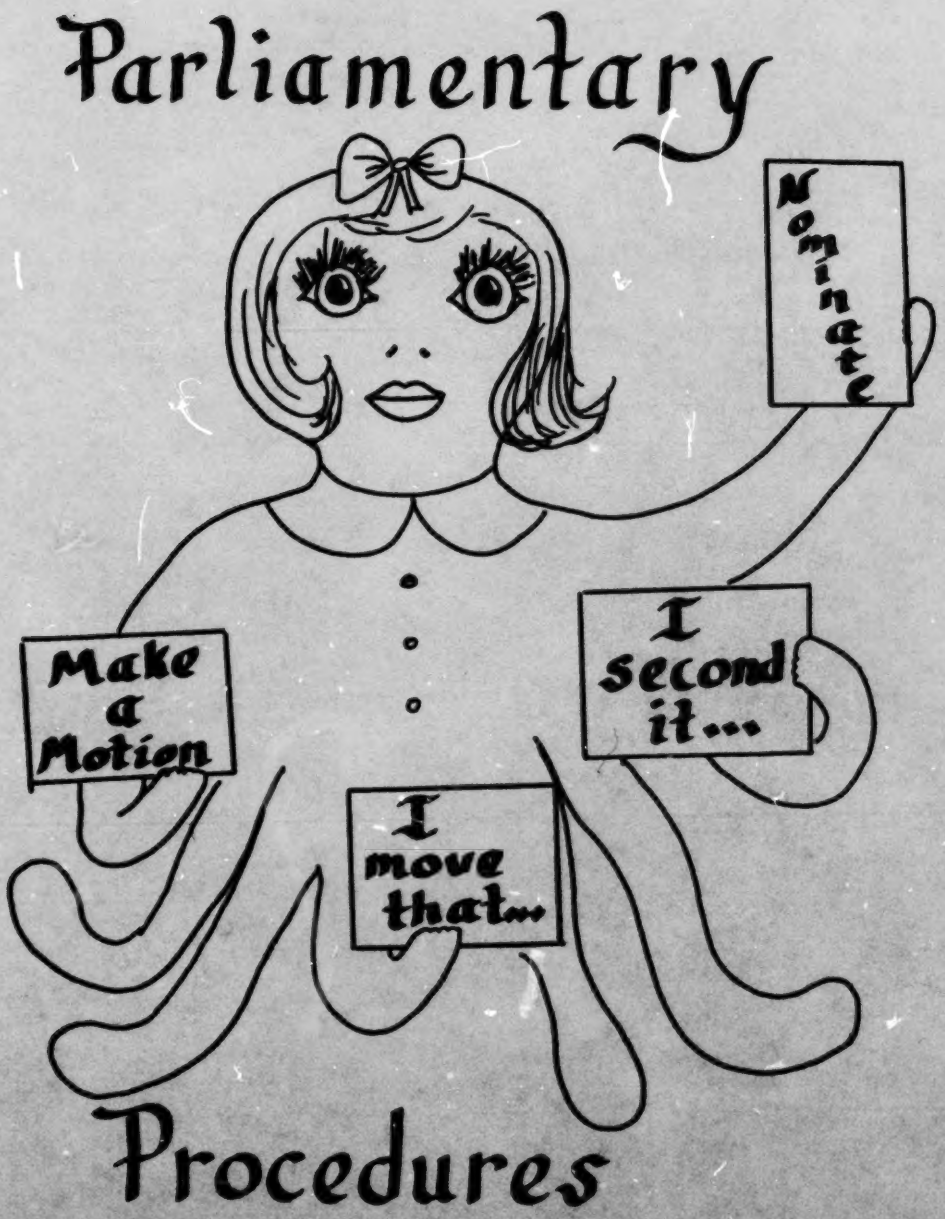
4. Prepares calendar of events, yearbook, and other devices to inform members of the chapter's plans for the year.
6. Keeps materials and references of the chapter up-to-date, properly organized, and in good condition so members can easily use them; helps secretary, when requested, with chapter files, assists historian in keeping historical records of the chapter.
9. Abbreviation for Future Homemakers of America.
10. Provides or plans for instrumental and vocal music for chapter meetings and special events; makes plans for group singing.
11. Makes arrangements for meetings and greets guests and members; plans entertainment part of chapter meetings and special events when called upon by program committee.
12. Interprets FHA and the home economics program to others in the school and community.
13. Youth organization associated with Home Economics.
15. Selects slate of officer candidates; organizes voting procedures and materials
16. Most important part of FHA.
17. Organization whose motto is "Toward New Horizons".
18. Develops plan to increase and maintain local chapter membership.

DOWN

1. One person who helps make FHA meaningful.
2. _____ in action.
3. Person local chapter is hoping will joing FHA.
5. Writes invitations and thank you's to program participants and guests; helps secretary when necessary on chapter business correspondence.
7. Reviews constitution and/or bylaws annually to determine alliance with state or national bylaws and if there are any additions or changes necessary.
8. Another term for Finance Committee.
9. Proposes money-making ideas to cover project, activity, and affiliation costs; prepares a budget for the chapter.
14. Person who will help to make the chapter a success.

PARLIAMENTARY PROCEDURES
Unit III

Bulletin Board Idea

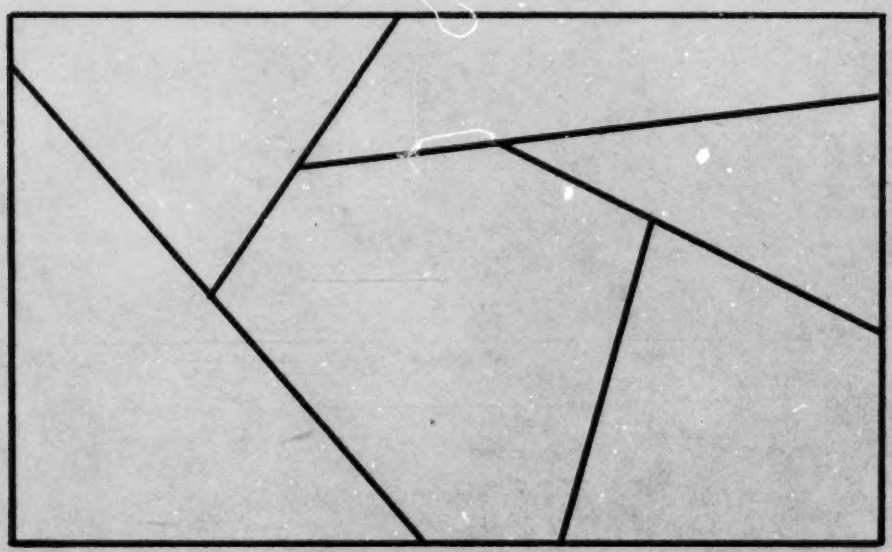


HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

Objective 2-Occupation Puzzles

Name the six home economics related occupational areas.

Make a pattern for a six piece puzzle. (Example below.) Using six different colors of construction paper, cut each puzzle identically. Sort the puzzle pieces, making each puzzle have the required six different pieces with each piece a different color. (This will make six complete puzzles.) Number the puzzle pieces (1-6). This shows the student which side of the piece is the right side. Each student can be given a puzzle individually or in teams of 2, 3 or 6 players. Ask the students to write the name of one of the six home economics related occupational areas on each puzzle piece. Give students time to work puzzles or let them race. Let each student tape his or her puzzle together then use them as colorful posters around the room or hang them from the ceiling as mobiles.

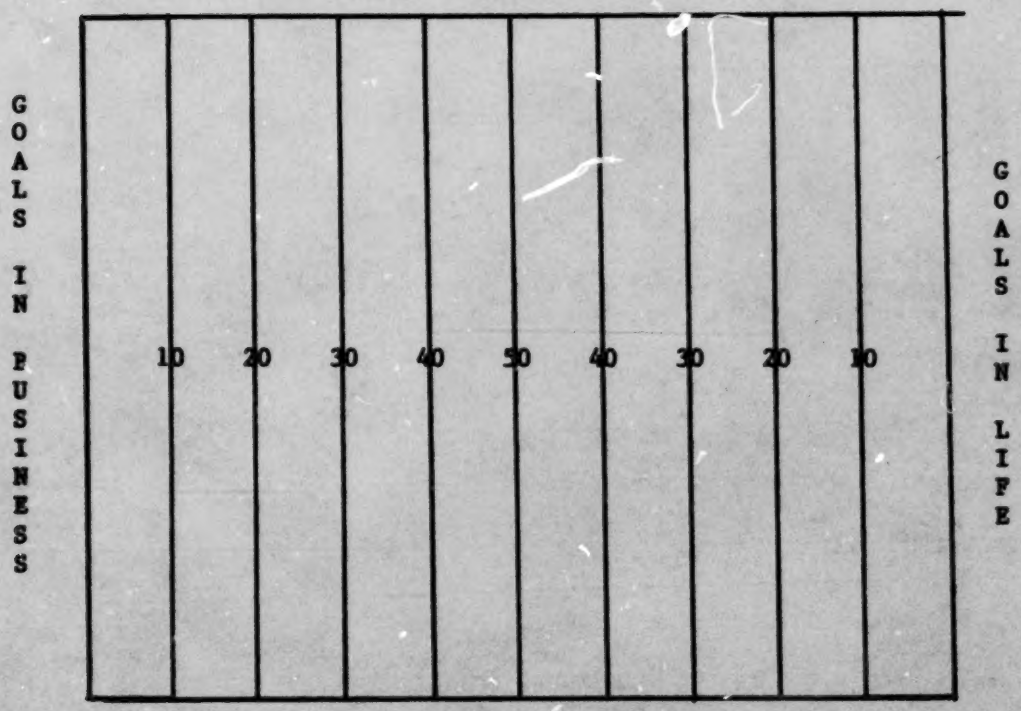


HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

Objective #4--Chart Your Personal Goals

Briefly state your goals under the appropriate headings (Goals in Life, Goals in Business). Between the 50 yard line and touchdown territory, list steps you will take or have taken in order to achieve these goals. You are not restricted or limited in what you can strive to accomplish.

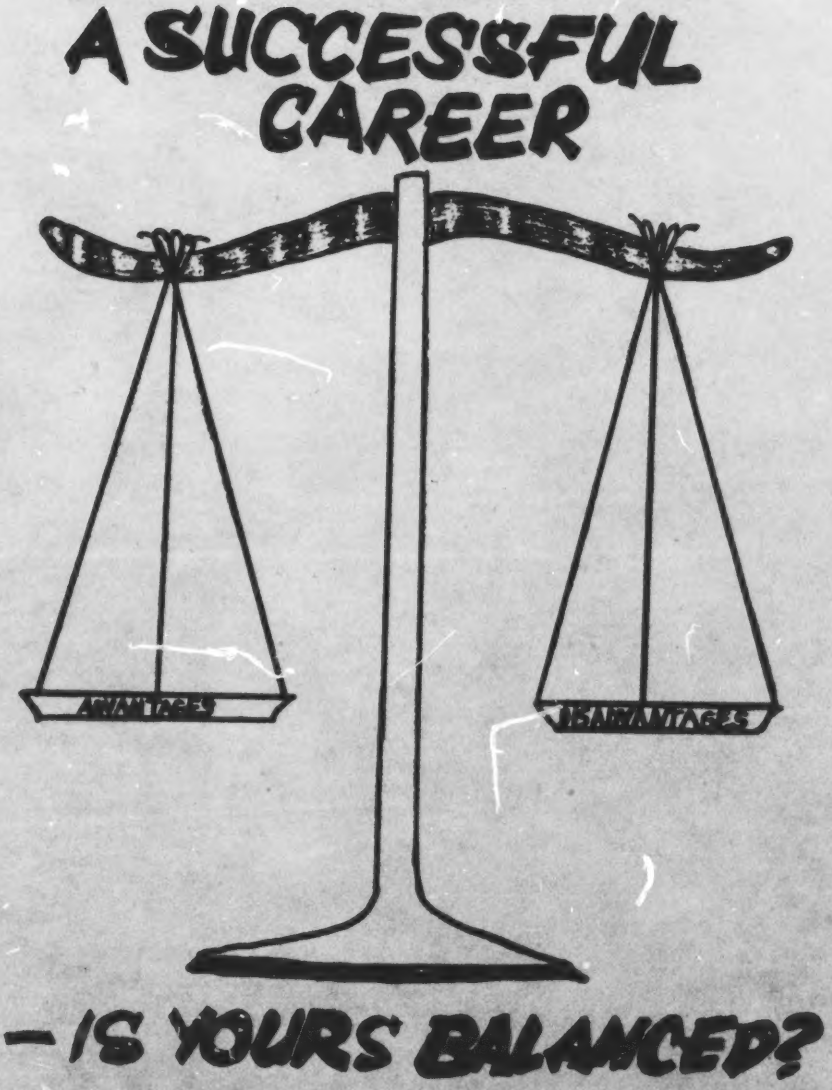
SITTING ON THE SIDELINES?



GO WHERE THE ACTION IS!!!

HOME ECONOMICS RELATED OCCUPATIONS
UNIT I

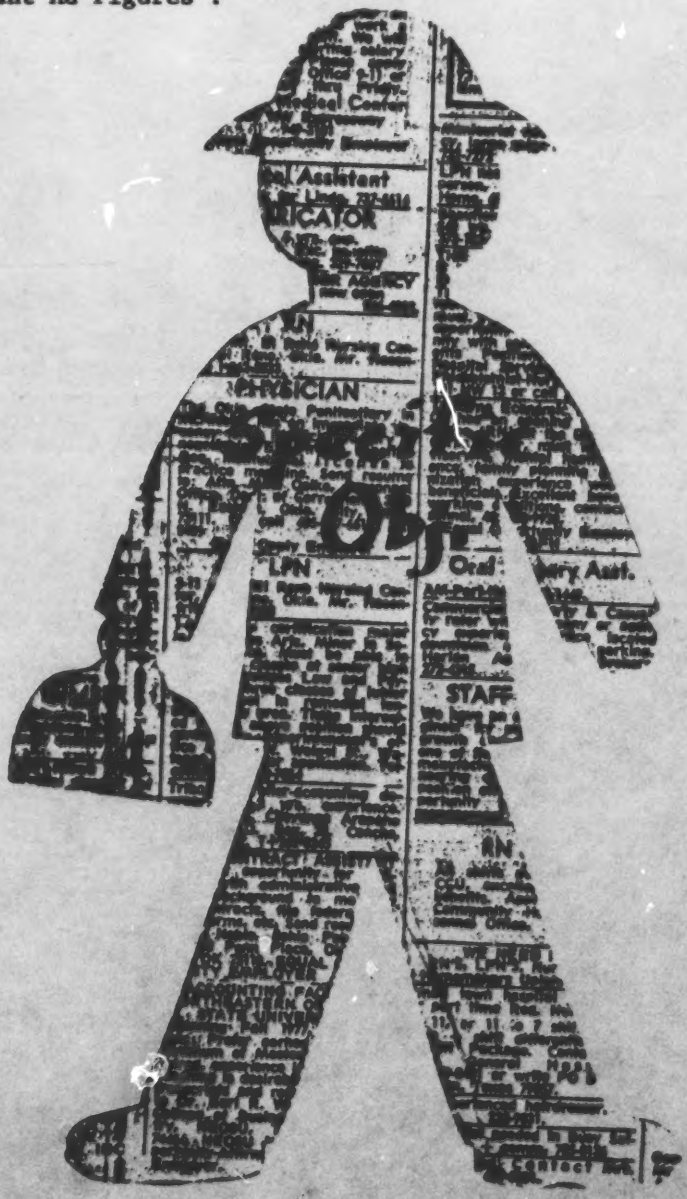
Objective #5-Bulletin Board



LOCATING A JOB
Section B
Unit II

Presentation of Objectives

Using the "Want Ads" from a newspaper, cut out paper-doll type figures. If desired, use the one below, enlarge it, and use it as a pattern. In big bold bright letters, write each specific objective on one of these "Want Ad Figures".

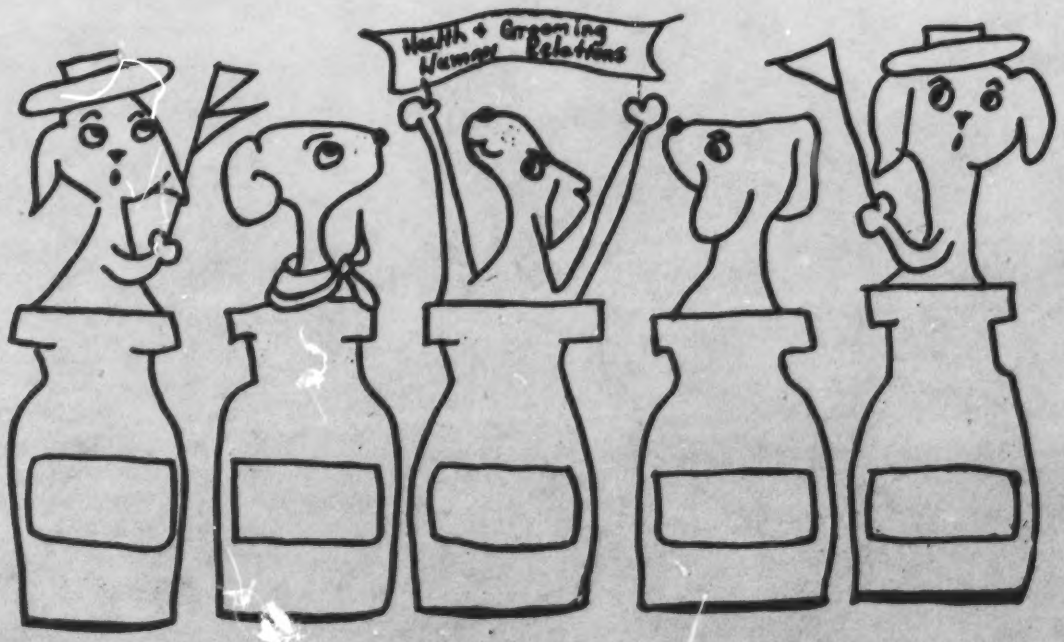


JOB SUCCESS
UNIT III

PRESENTATION OF OBJECTIVES

Note: Write the objectives on the labels of the spice jars.

"ADD SPICE TO YOUR LIFE WITH JOB SUCCESS"



JOB SUCCESS
UNIT III

POLLS AND SURVEY GAME

OBJECTIVE #2: Name factors which influence job success.

PURPOSE: To get the students interested and involved in decisions affecting their personal health and grooming and human relations among themselves and other students.

DIRECTIONS: Appoint a boy and girl as co-chairpersons. (If you don't have any boys in your class, perhaps you can get their opinions through a questionaire.) Have them distribute index cards to each student. Boys' cards should be coded with a "B" on it; girls' with a "G". Ask each student to write his or her special grooming "gripe" that refers to the opposite sex. Let the chairman tally the response and make a report to the class. Ask the class to comment as each "gripe" is read. Use the results for a bulletin board display.

JOB SUCCESS
UNIT III

WORD SEARCH

OBJECTIVE #3: To match desirable personality traits and attitudes associated with job success to the correct definitions.

DIRECTIONS: See if you can find the eleven desirable personality traits and attitudes. The words are spelled from left to right and up and down. Find the word and circle it.

S K J S E L F C O N T R O L S A N D Y

J A J A N N R O L A N H O N E S T Y E

D E B D O R A U I N T O I O L E V I A

G L E A N I T R O A E A P S O P A L E

C O O P E R A T I O N M I T Z I E O L

O Y S T E D D E P E N D A B I L I T Y

L A N A N N E S A N G E L I A R E A S

E L E B E E N Y T E R E S A L E X C C

E T E I I N I T I A T I V E V E R T T

N Y O L A N S E E L A I N E V E N U P

N A T T R E E E N T H U S I A S M H O

O L Y T D A Y C C R L A D O U G L A S

S U S Y E A R E E M E I C H E L L E S

Use this list to keep track of the words you've found.

Adaptability	Dependability	Initiative
Cooperation	Enthusiasm	Loyalty
Courtesy	Honesty	Patience
Tact		Self-Control

JOB SUCCESS
UNIT III

SPIN OFF WITH JOB SUCCESS GAME

OBJECTIVE #4: Evaluate personal grooming habits.

PURPOSE: This could be used as a reinforcement project for personal self-improvement such as skin types, hair, clothes, etc.

PLAYERS: 3-6 players

DIRECTIONS: The students take turns spinning and evaluate the question according to their own grooming habits. For example: the student spins to the question, "Do you keep your clothes in good repair? That is no ripped seams or missing buttons?"

If their answer is "Always" they receive 3 points. If their answer is "Occasionally" they receive 2 points. If their answer is "Never" they receive 1 point. The teacher should provide memographed score cards so that the student can keep track of their individual points. The student with the most points wins the game.

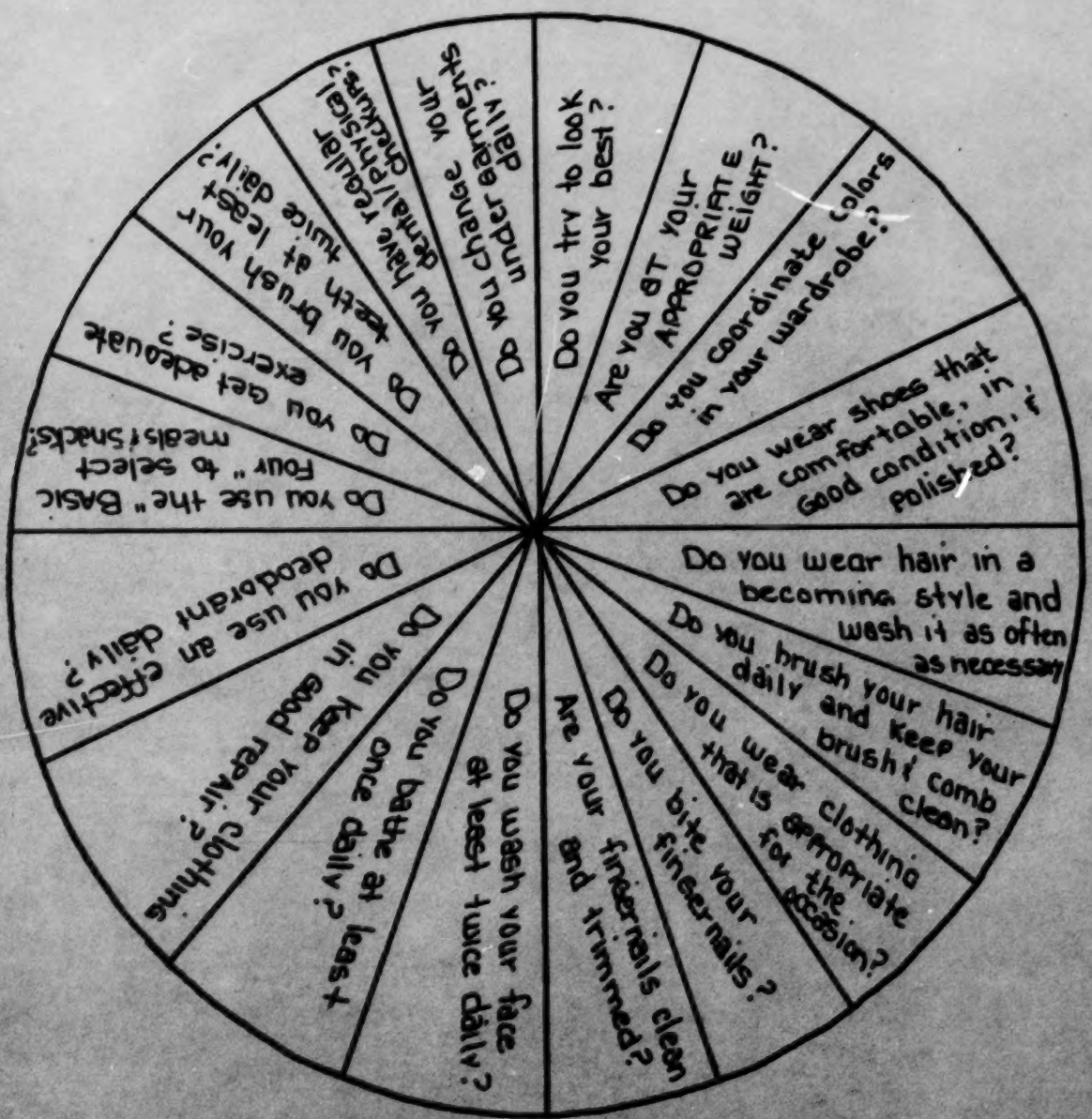
See next page for example of how to make the game board.

JOB SUCCESS
UNIT III

GAME BOARD FOR "SPIN OFF WITH JOB SUCCESS"

DIRECTIONS: Cut pictures out of a magazine such as advertisements and place at the end of each question which relates to the picture. For example: the question, "Do you use a preventative to avoid bad breath"? At the end of this question is a bottle of "Scope".

You can make a spinner by cutting it out of an aluminum can and placing a brad in the center to allow it to spin.


Do you wear shoes that are comfortable, in good condition, & polished?
Do you coordinate colors in your wardrobe?
Are you at your APPROPRIATE WEIGHT?
Do you try to look your best?
Do you change your underpants daily?
Do you have regular dental/physical checkups?
Do you brush at least teeth at least twice daily?
Do you get adequate exercise?
Do you use the "Basic Four" to select meals/snacks?
Do you wear hair in a becoming style and wash it as often as necessary
Do you brush your hair daily and keep your brush/comb clean?
Do you wear clothing that is appropriate for the occasion?
Do you bite your fingernails?
Are your fingernails clean and trimmed?
Do you wash your face at least twice daily?
Do you bathe at least once daily?
Do you keep your clothing in good repair?
Do you use an effective deodorant daily?

JOB SUCCESS
UNIT III

PASSWORD GAME

OBJECTIVE #5: Evaluate personal habits associated with job success.

PLAYERS: Two

DIRECTIONS: Use this as a reinforcement game in teaching students about their personal habits which influence their jobs in the future and in teaching them the factors that employer's look for in their employee's.

Use index cards and you may want to have several sets of these. (Cover the backs of them with contact paper.) One student will give the clues and the other student will guess the password.

For example, the card may read:

PASSWORD: Loyalty CLUE: Avoid gossip, keep business matters confidential.

Below is a list of passwords and clues that you may want to use:

PATIENCE: try to understand the needs and desires of others

SELF-CONTROL: controlling your temper and emotions, avoid argueing with a customer

ATTITUDE: willing to learn from others to do a better job

COOPERATION: support co-workers, help others

COURTEOUS: cheerful to customers, smile, friendly

ENTHUSIASM: contribute's to morale and has team spirit for business

HONESTY: tell truth, admit mistakes, sincerity

DEPENDABLE: be on time and ready to work

INITIATIVE: do your own work, don't leave it for someone else to do

TACT: avoid comments that might upset a customer

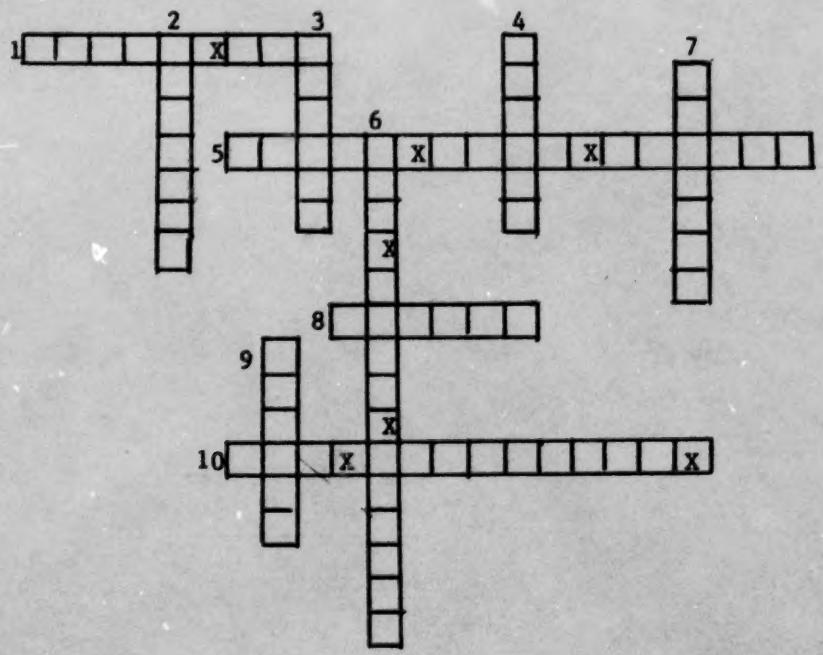
CHILD CARE WORKER
Unit I

Presentation of Objectives

Directions: Use the clown holding a string of eleven balloons with an objective written on each balloon in order to keep the objectives before the students at all times.

CHILD CARE WORKER
UNIT I
OBJECTIVE #1

INSTRUCTIONS: Match terms associated with the child care worker to the correct definitions.



ACROSS

1. Emergency care or treatment given to an ill or injured person before regular medical care can be obtained
5. Person employed to be responsible for children's well-being and safety
8. Money earned for work done
10. Private home which takes care of children

DOWN

2. Child who has just learned to walk
3. What one is expected to do
4. Time one is expected to work
6. Business set up to care for children
7. Business set up to care for infants
9. Child not yet walking

CHILD CARE WORKER
Unit I

Objective #7-Bulletin Board Idea

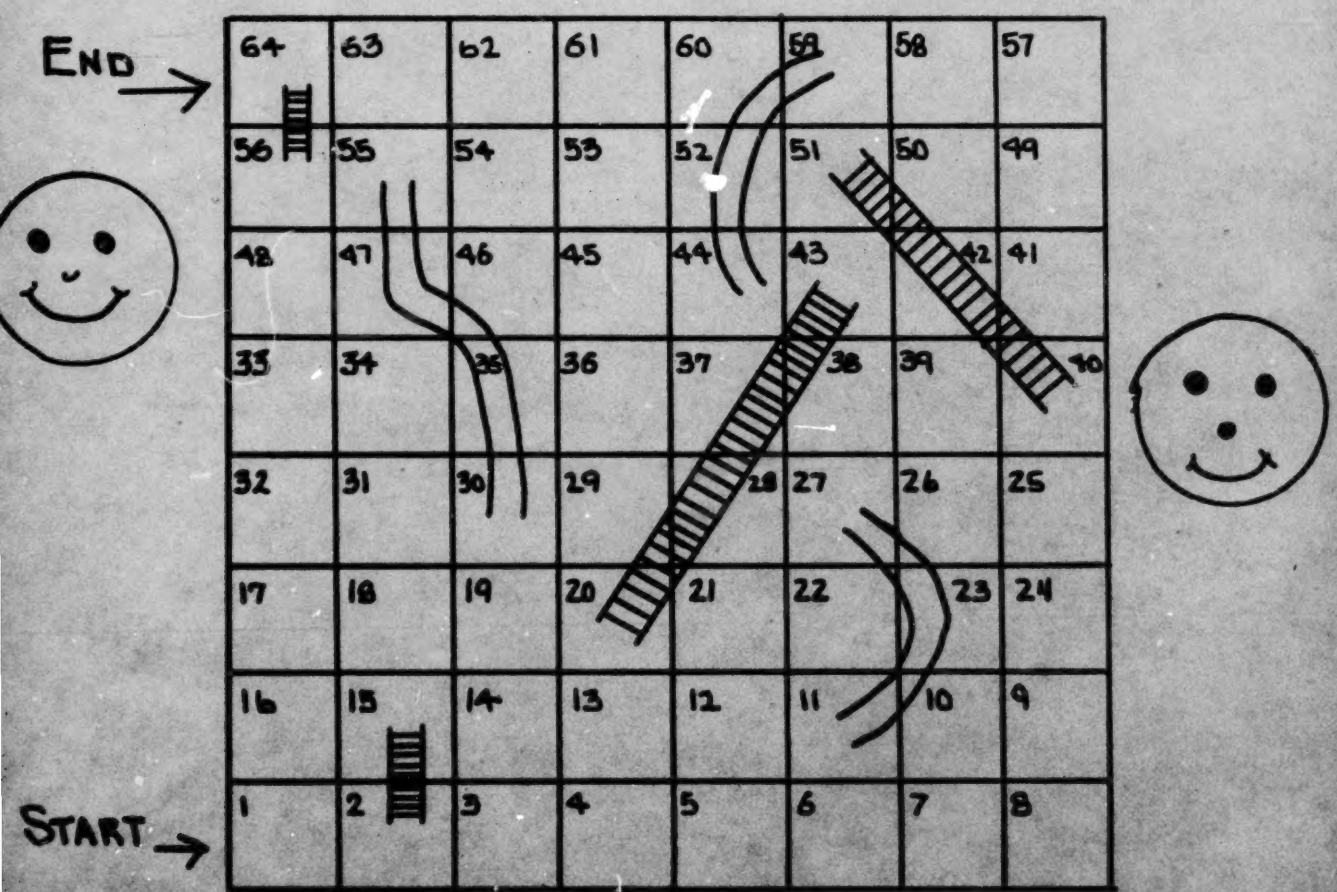
Directions: Make a bulletin board using this picture. Use the caption, "I Expect My Babysitter To . . ." Make cards to place around the child saying---Care About Me; Give Me Positive Directions; Be a Good Example; Know Where I Am And What I Am Doing; Avoid Use Of Physical Punishment, Avoid Bribing, Threatening, or Scaring Me; Praise Me Often.

CHILD CARE WORKER
UNIT I
OBJECTIVE #8

Match accidents to possible prevention measures.

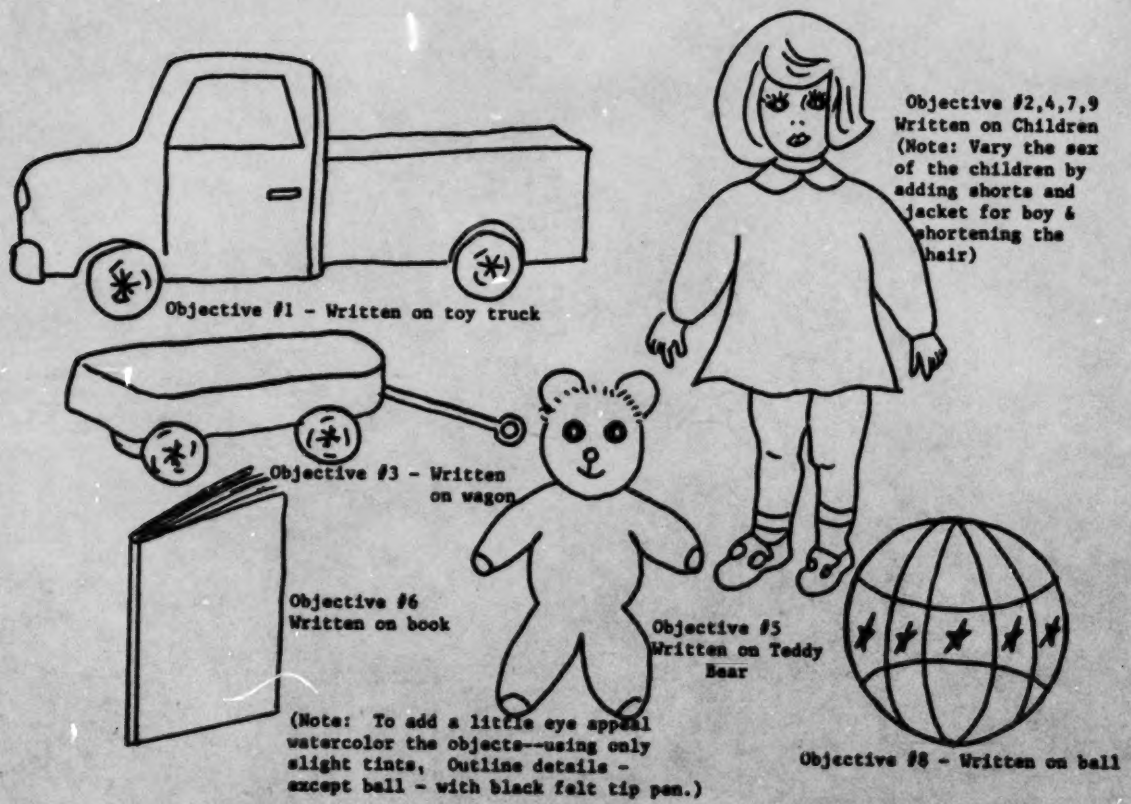
Game Time! STEPS & SLIDES - The purpose of this game is to help the student learn preventive measures of accidents.

Each game board will use 2-4 players. There will be 7 cards, each containing a type of accident and their prevention measures. Smile faces or different colors can be used for each players marker. Placing the cards face down one student will read the question to the player on their right, if they answer correctly they will move forward one space, if the question is not answered correctly it will go to the next student. If no one can answer the question it is placed at the bottom of the pile. The next student will draw a card and proceed the same. If a student lands on a ladder they will slide down. The first one to complete the board will be the winner.



CHILD CARE ACTIVITIES
Unit II

Presentation of Objectives


Objective #1 - Written on toy truck
Objective #2,4,7,9 Written on Children (Note: Vary the sex of the children by adding shorts and jacket for boy & shortening the hair)
Objective #3 - Written on wagon
Objective #6 Written on book
Objective #5 Written on Teddy Bear
(Note: To add a little eye appeal watercolor the objects--using only slight tints, Outline details - except ball - with black felt tip pen.)
Objective #8 - Written on ball

CHILD CARE ACTIVITIES
Unit II

Objective 2-Bulletin Board

CHARACTERISTICS OF A GOOD STORY FOR CHILDREN

A. CONTAINS FAMILIAR PLACES, PEOPLE, OR EVENTS

B. ALLOWS CHILD TO USE OR DEVELOP IMAGINATION

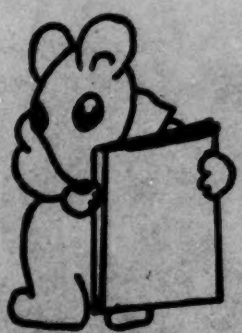
C. DOES NOT FRIGHTEN OR UPSET THE CHILD

D. FEATURES A LOT OF ACTION

E. SUITS CHILD'S AGE

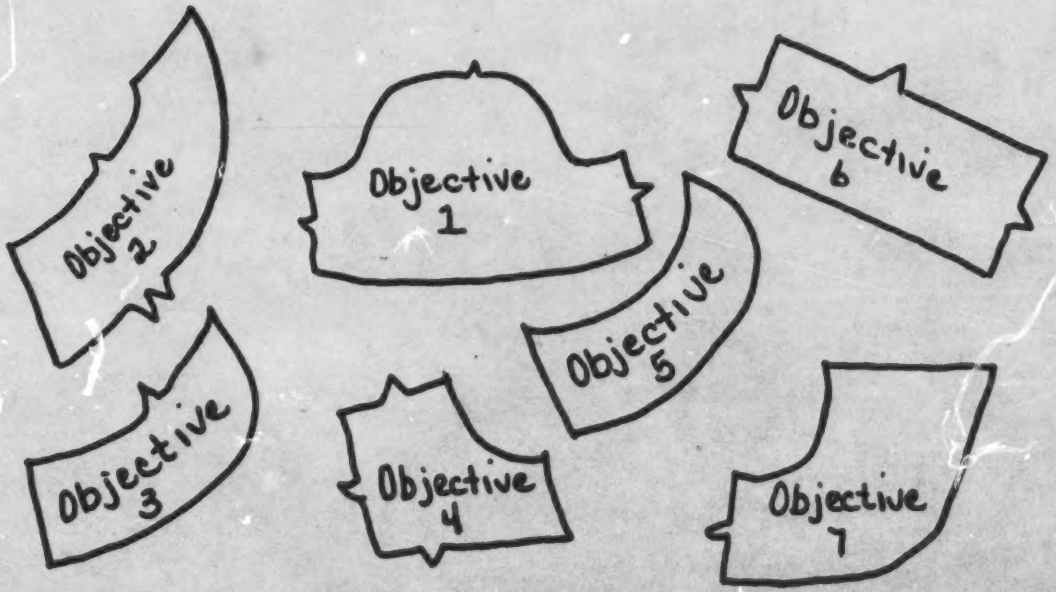
F. IS COLORFUL

G. HAS MORE PICTURES THAN WORDS



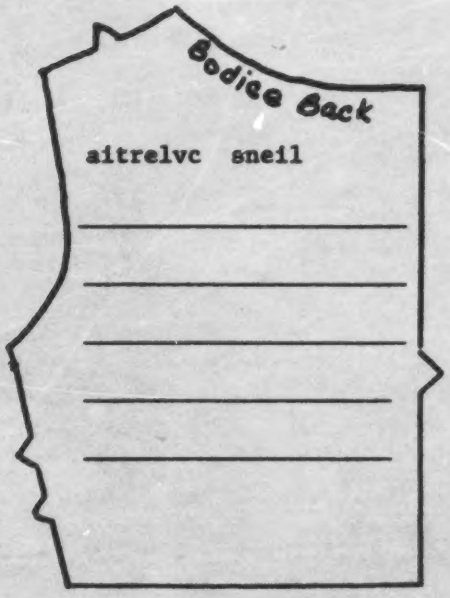
PATTERN AND FABRIC SELECTION
Unit I

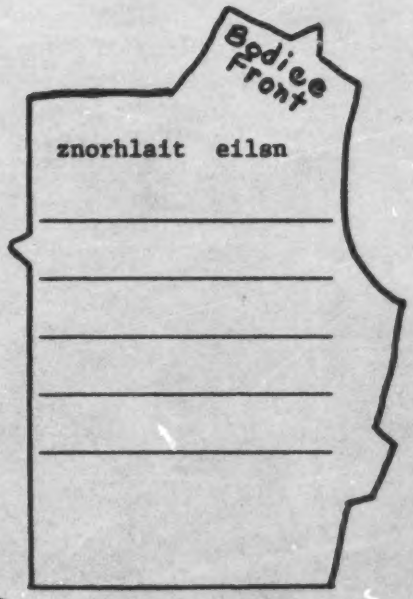
Presentation of Objectives

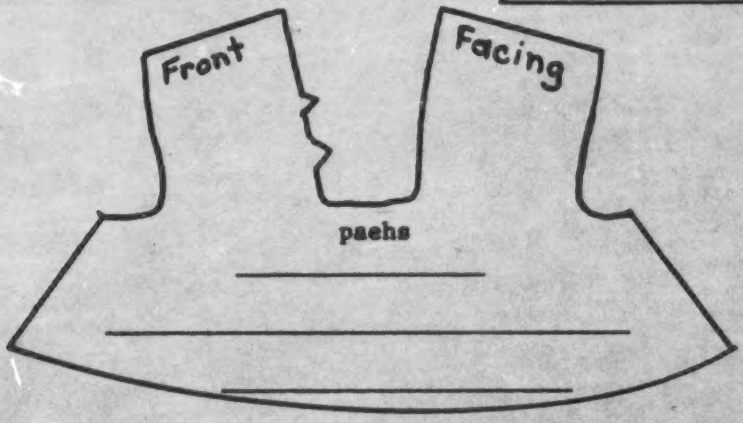


PATTERN AND FABRIC SELECTION
UNIT I
OBJECTIVE #3 - WORD SCRAMBLE AND DEFINITIONS

Unscramble each of the words and then give the definition in the blank lines.





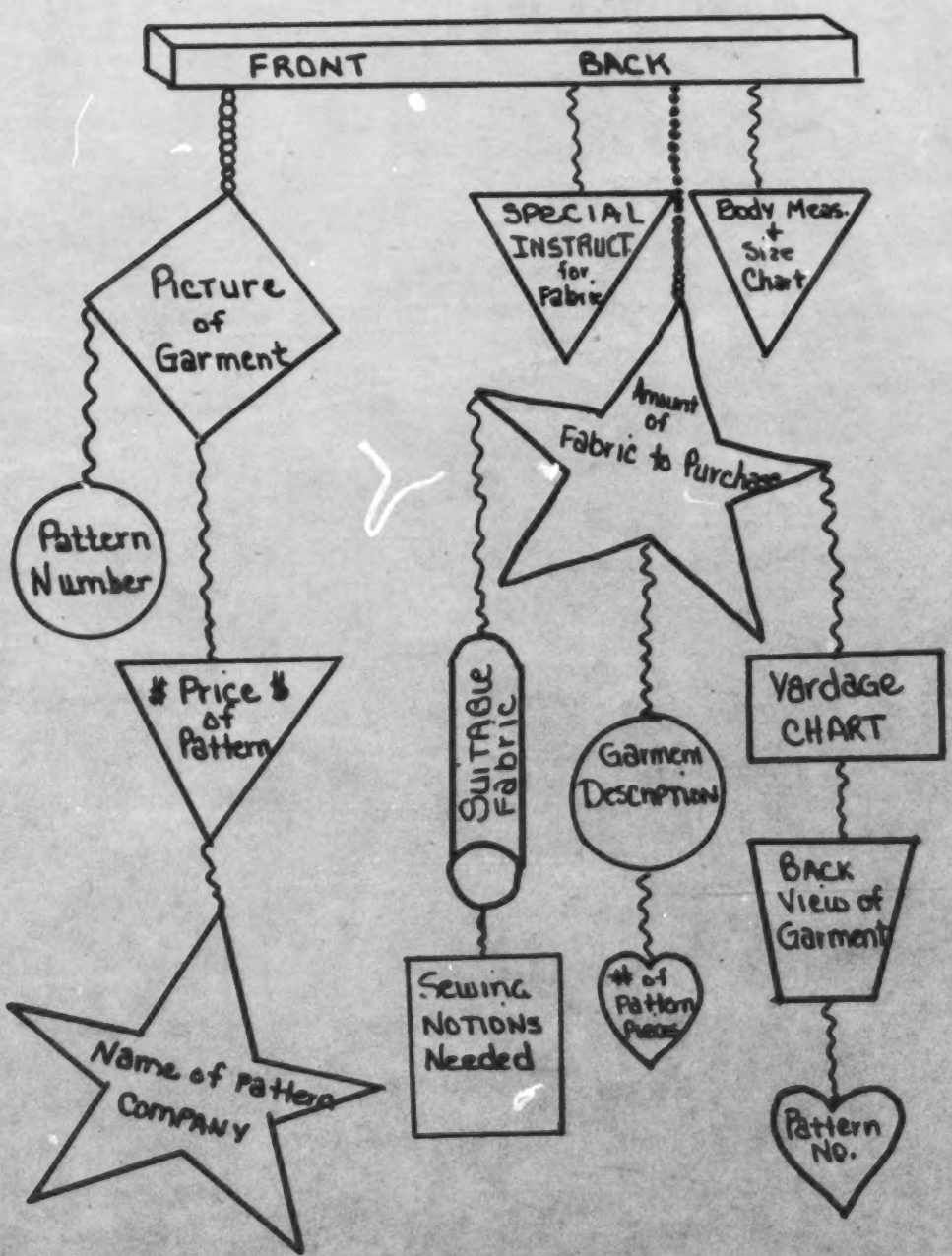


Band

uldl setxertu

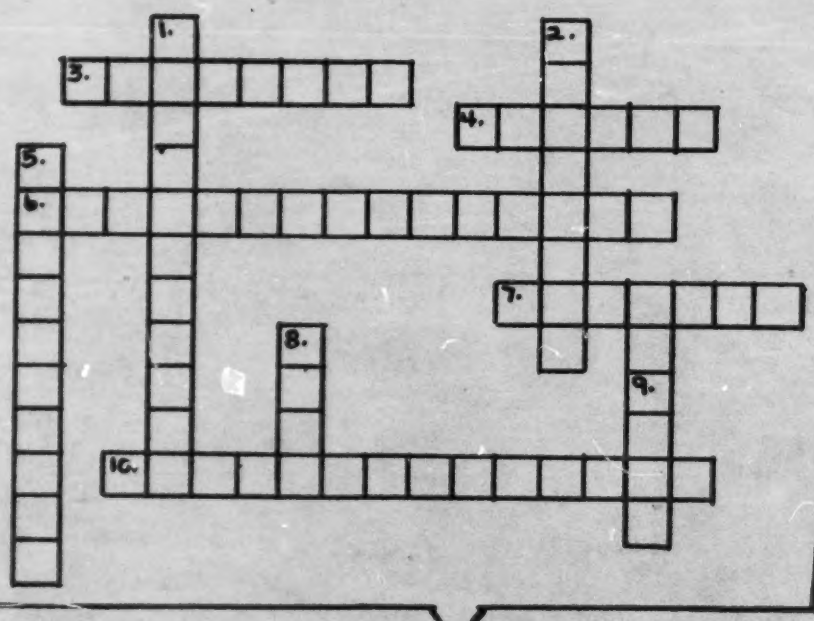
PATTERN AND FABRIC SELECTION
Unit I

Objective 5-Mobile



PATTERN AND FABRIC SELECTION
Unit I

Objectives 1, 2-Crossword Puzzle



ACROSS:

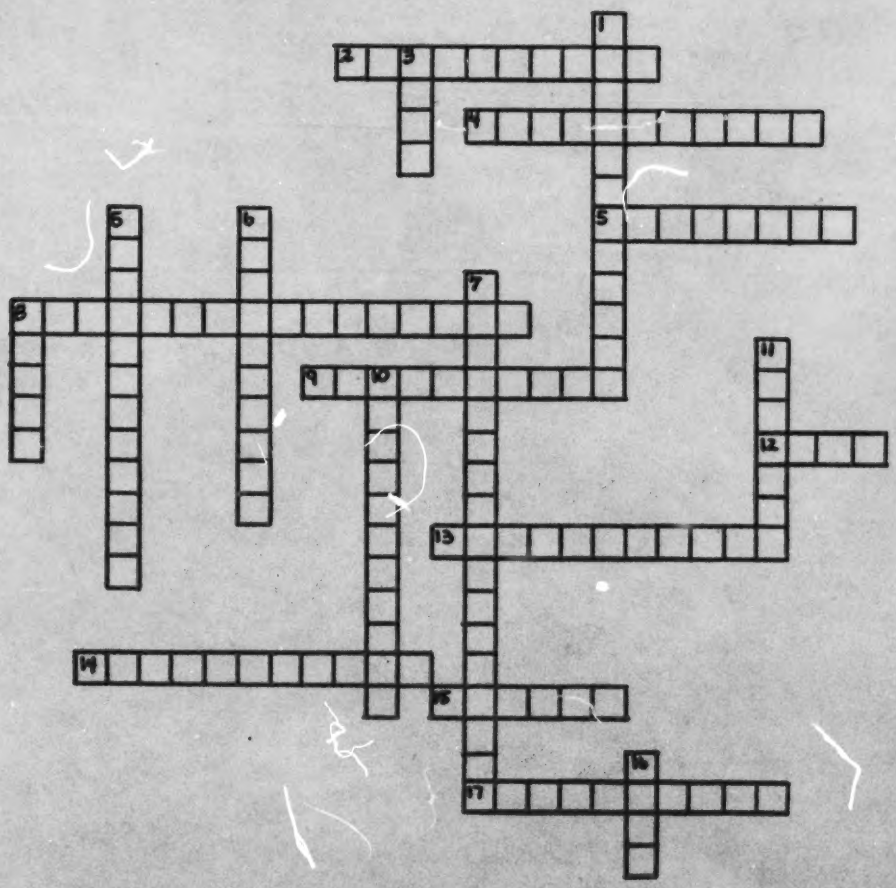
3. Lines that slant (not vertical or horizontal); add height to a short figure or width to a thin figure; draw attention to the area where they are used
4. Lines that are rounded or that have no straight parts; tend to draw attention and, therefore, increase the apparent size and shape of the figure
6. Making something appear different from the way it actually is
7. Amount of fabric necessary to make a particular project
10. Silhouette or outline

DOWN:

1. Distance between uncut edges
2. Lines that go up and down; usually create an effect of height and slimness
5. Lines that go across; usually add width to a thin figure and divide the length of a tall person
8. Making one section of a seam, which is slightly fuller or longer, fit the narrower or shorter section without gathering or puckering
9. Details of a garment that divide it into smaller areas

SMALL SEWING EQUIPMENT
Unit II

Objectives 6, 7, 8-Crossword Puzzle



ACROSS:

2. Used for pressing curved areas
4. Used mainly by cleaners for pressing napped fabrics
5. Used for clipping threads or cutting/trimming small areas
8. Used ONLY to cut out a garment
9. Long ruler made of a variety of materials; convenient to use in placing patterns, measuring fabric length, using long, straight lines
12. Used for pressing curves (Hint: It has a pocket!)
13. Used to measure short distances like hems, buttonholes, or pockets
14. Used in pressing hard-to-reach places
15. Used for placing thread in correct or exact place
17. Designed to cut and remove machine stitching

DOWN:

1. Soft and powdery marking material available in squares or pencils
3. Used for pressing garment
5. Used in combination with paper to transfer marking to wrong side of fabric
6. Used to hold pins while sewing
7. Used for a variety of sewing tasks; at least 17.3 cm
8. Used to sharpen needles
10. Narrow, flexible piece of material marked off in inches/centimeters
11. Used to push needle through fabric
16. Used to mark symbols, hold darts or seams together while being stitched and to fit and alter garments

SMALL SEWING EQUIPMENT
UNIT II
REVIEW

E Q U I P M E N T

O

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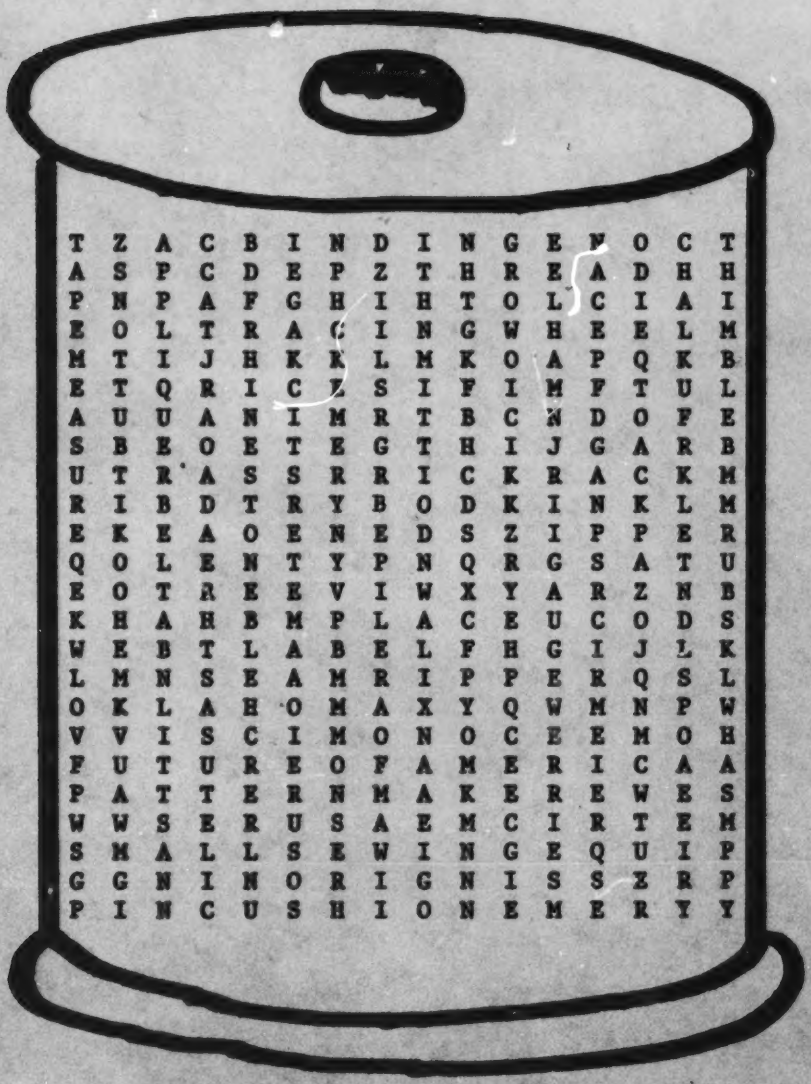


T	Z	A	C	B	I	N	D	I	N	G	E	F	O	C	T
A	S	P	C	D	E	P	Z	T	H	R	E	A	D	H	H
P	N	P	A	F	G	H	I	H	T	O	L	C	I	A	I
E	O	L	T	R	A	G	I	N	G	W	H	E	E	L	M
M	T	I	J	H	K	K	L	M	K	O	A	P	Q	K	B
E	T	Q	R	I	C	E	S	I	F	I	M	F	T	U	L
A	U	U	A	N	I	M	R	T	B	C	N	D	O	F	E
S	B	E	O	E	T	E	G	T	H	I	J	G	A	R	B
U	T	R	A	S	S	R	R	I	C	K	R	A	C	K	M
R	I	B	D	T	R	Y	B	O	D	K	I	N	K	L	M
E	K	E	A	O	E	N	E	D	S	Z	I	P	P	E	R
Q	O	L	E	N	T	Y	P	N	Q	R	G	S	A	T	U
E	O	T	R	E	E	V	I	W	X	Y	A	R	Z	N	B
K	H	A	H	B	M	P	L	A	C	E	U	C	O	D	S
W	E	B	T	L	A	B	E	L	F	H	G	I	J	L	K
L	M	N	S	E	A	M	R	I	P	P	E	R	Q	S	L
O	K	L	A	H	O	M	A	X	Y	Q	W	M	N	P	W
V	V	I	S	C	I	M	O	N	O	C	E	E	M	O	H
F	U	T	U	R	E	O	F	A	M	E	R	I	C	A	A
P	A	T	T	E	R	N	M	A	K	E	R	E	W	E	S
W	W	S	E	R	U	S	A	E	M	C	I	R	T	E	M
S	M	A	L	L	S	E	W	I	N	G	E	Q	U	I	P
G	G	N	I	N	O	R	I	G	N	I	S	S	Z	R	P
P	I	N	C	U	S	H	I	O	N	E	M	E	R	Y	Y

Equipment:

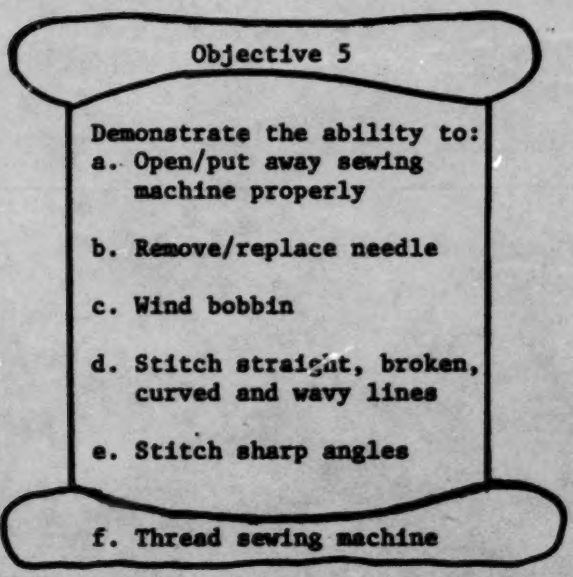
Thimble
Chalk
Roll
Gauge
Seam Ripper
Tracing Wheel
Tape Measure
Marker
Ham
Bodkin
Iron
Pins
Pinking
Emery
Meterstick
Cloth
Mitt

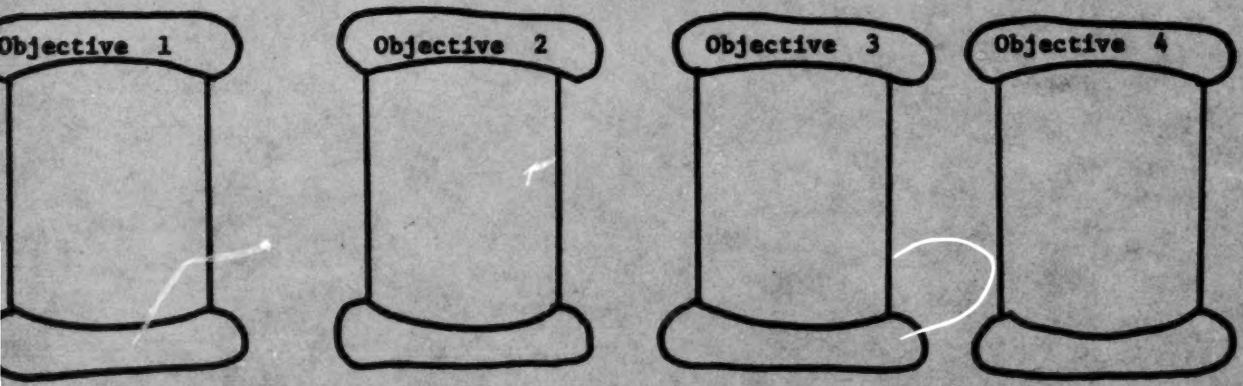
Notions:

Binding
Web
Label
Zipper
Rick Rack
Form
Rhinestone
Buttons
Thread
Lace
Applique
Hook
Eye
Snap

SEWING MACHINE
Unit III

Presentation of Objectives


Objective 5
Demonstrate the ability to:
a. Open/put away sewing machine properly
b. Remove/replace needle
c. Wind bobbin
d. Stitch straight, broken, curved and wavy lines
e. Stitch sharp angles
f. Thread sewing machine

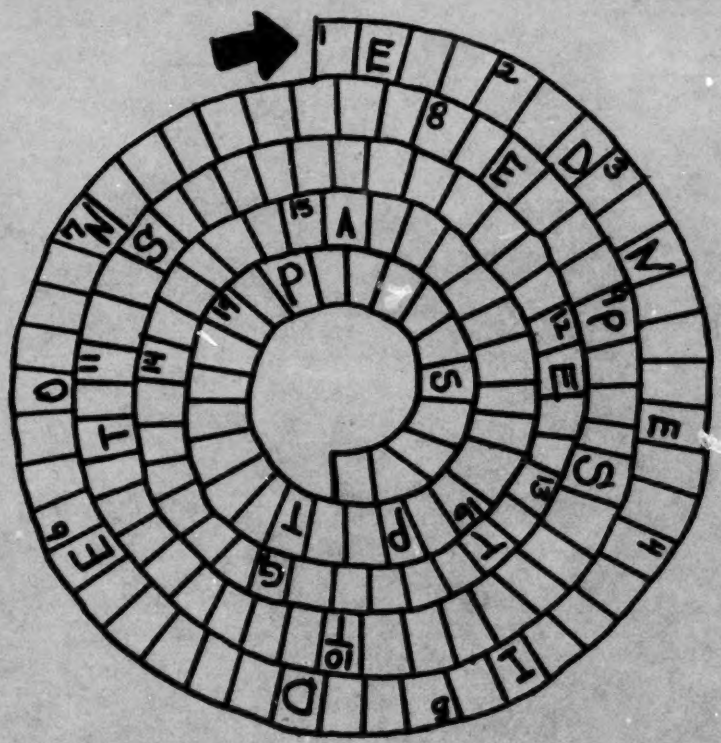


SEWING MACHINE
Unit III

Objective 1-Sewing Machine Parts Spiral

In learning to sew, it is important to be able to identify the parts of the sewing machine. Although there are many makes and models on the market, they all have the same basic parts. Write the names of the parts in their appropriate spaces in the spiral puzzle. The names of the parts are listed below and there are several letters within the puzzle itself. Some parts may be used more than once.

Throat plate	Thread take-up-lever	Slide plate
Upper tension	Handwheel	Needle bar
Head	Needle	Pressure foot
Feed	Bobbin	Spool pin
Bed	Stitch regulator	Positioning lever



BASIC SEWING TECHNIQUES
UNIT IV

Specific Objective:

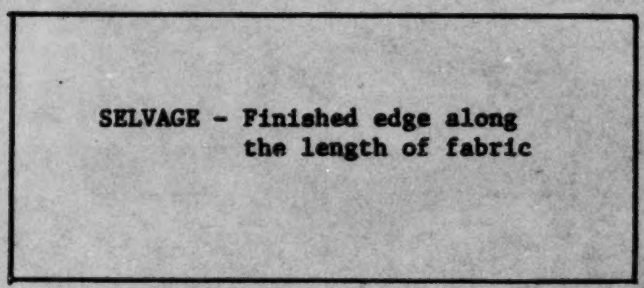
1. Match terms associated with basic sewing techniques to the correct definition.

(To get the specific objectives before the students, cut out large paper dolls from newspaper and print each specific objective on each doll. Each doll will be the same size of one sheet of newspaper.)

To interest the students in learning the terms play the game "What's My Line?"

Procedure: One 3 x 5 cards print the term and definition that is found on the information sheet. *Have one term and definition per card. All 8 terms should be placed on the cards. As the students begin the game the first student will be given a card with a term. They can then answer questions Yes or No from the ones asked by their classmates. When the first student's line is guessed, the second student will be given a card and the procedure repeated. If there are some terms that are extra hard for the students these could be given to the ninth and tenth student for reinforcement.

Example:



*These terms and definition are copied exactly from the information sheets.

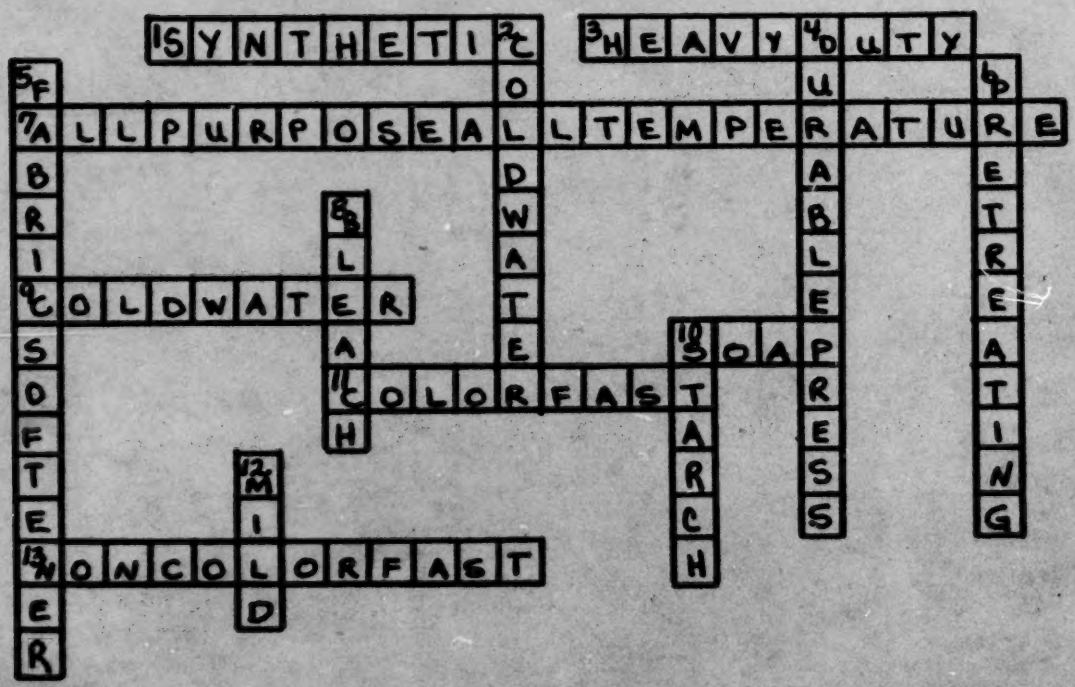
BASIC SEWING TECHNIQUES
Unit IV

Objective 5-Display

Directions: Write the steps for preparing a pattern for layout on "raindrops" and attach to umbrella that is suspended from ceiling.

CLOTHING CARE
Unit V

Objectives 1, 5-Crossword Puzzle



ACROSS:

1. Fabric made entirely from chemicals
3. Detergent used for heavily soiled clothing and hot water washing
7. Detergent used for general laundry and normal soils
9. Detergent used for sensitive colors, synthetics, and light soils
10. Mild cleaning product usually made from animal fat
11. Colors capable of being cleaned or washed without fading or "running"
13. Colors that fade or "run" during cleaning or washing

DOWN:

2. Same as 9 across
4. Chemical finish applied to a fabric to reduce or end the need to press a garment
5. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes
6. Step taken before garment laundering to treat heavy soil or spots in garments so that they will be removed during the actual washing
8. Used as a strong aid for whitening clothes, removing stains, and disinfecting
12. Detergent used for delicate clothes

CLOTHING CARE
UNIT V

Objective #1-Cryptogram

This is a code game! Each number below and each blank stands for a letter in the alphabet. When you "decipher" the code, you will be spelling the five terms included on the Information Sheet. After you have correctly filled in the terms, use the same letters to unravel the secret message!

Terms

1. C O L O R F A S T
   22 6 9 6 2 21 10 12 17

2. N O N C O L O R F A S T
   18 6 18 22 6 9 6 2 21 10 12 17

3. P R E T R E A T I N G
   11 2 24 17 2 24 10 17 26 18 16

4. S Y N T H E T I C S
   12 15 18 17 5 24 17 26 22 12

5. D U R A B L E P R E S S
   1 8 2 10 13 9 24 11 2 24 12 12

Secret Message

I F Y O U' L L S T U D Y T H E
26 21 15 6 8 9 9 12 17 8 1 15 17 5 24

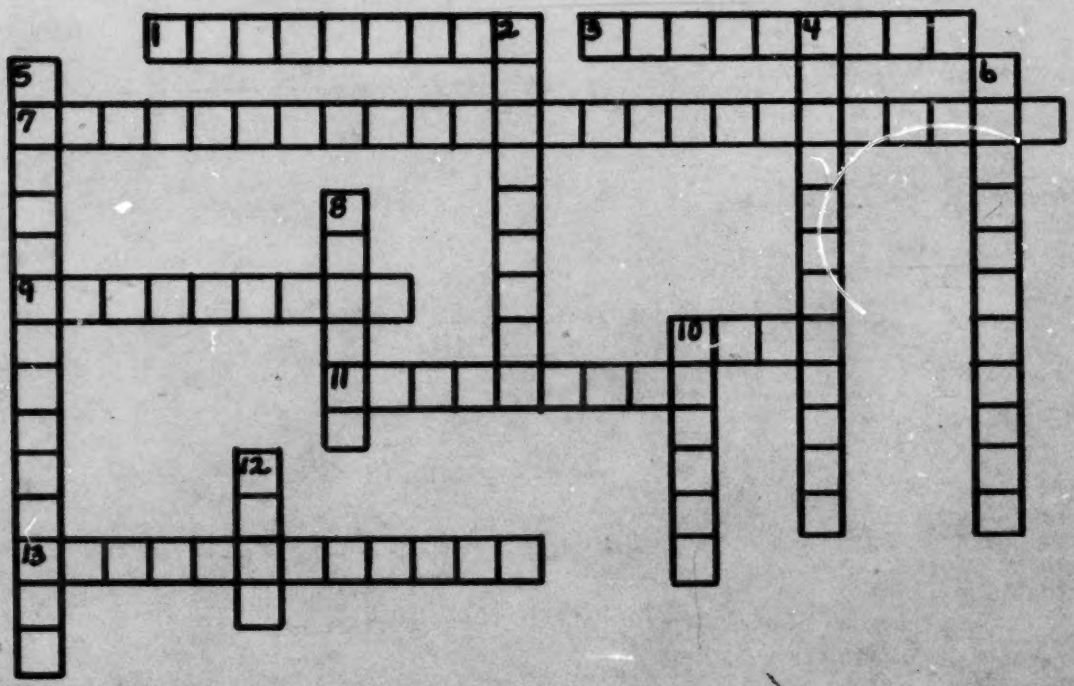
I N F O R M A T I O N S H E E T S F O R
26 18 21 6 2 14 10 17 26 6 18 12 5 24 24 17 12 21 6 2

Y O U R T E S T I S W I L L A L L
15 6 8 2 17 24 12 17 26 17 19 26 9 9 10 9 9

C O M E O U T I N T H E W A S H !!!
22 6 14 24 6 8 17 26 18 17 5 24 19 10 12 5

CLOTHING CARE
Unit V

Objectives 1, 5-Crossword Puzzle



ACROSS:

1. Fabric made entirely from chemicals
3. Detergent used for heavily soiled clothing and hot water washing
7. Detergent used for general laundry and normal soils
9. Detergent used for sensitive colors, synthetics, and light soils
10. Mild cleaning product usually made from animal fat
11. Colors capable of being cleaned or washed without fading or "running"
13. Colors that fade or "run" during cleaning or washing

DOWN:

2. Same as 9 across
4. Chemical finish applied to a fabric to reduce or end the need to press a garment
5. Helps give soft, smooth feeling to clothes, makes ironing easier, and prevents static electricity or clinging of clothes
6. Step taken before garment laundering to treat heavy soil or spots in garments so that they will be removed during the actual washing
10. Used to give added body to cottons and keep them clean longer
12. Detergent used for delicate clothes

CLOTHING CARE
UNIT V

Objective #1-Cryptogram

This is a code game! Each number below and each blank stands for a letter in the alphabet. When you "decipher" the code, you will be spelling the five terms included on the Information Sheet. After you have correctly filled in the terms, use the same letters to unravel the secret message!

Terms

1. 22 6 9 6 2 21 10 12 17

2. 18 6 18 22 6 9 6 2 21 10 12 17

3. 11 2 24 17 2 24 10 17 26 18 16

4. 12 15 18 17 5 24 17 26 22 12

5. 1 8 2 10 13 9 24 11 2 24 12 12

Secret Message

26 21 15 6 8 9 9 12 17 8 1 15 17 5 24

26 18 21 6 2 14 10 17 26 6 18 12 5 24 24 17 12 21 6 2

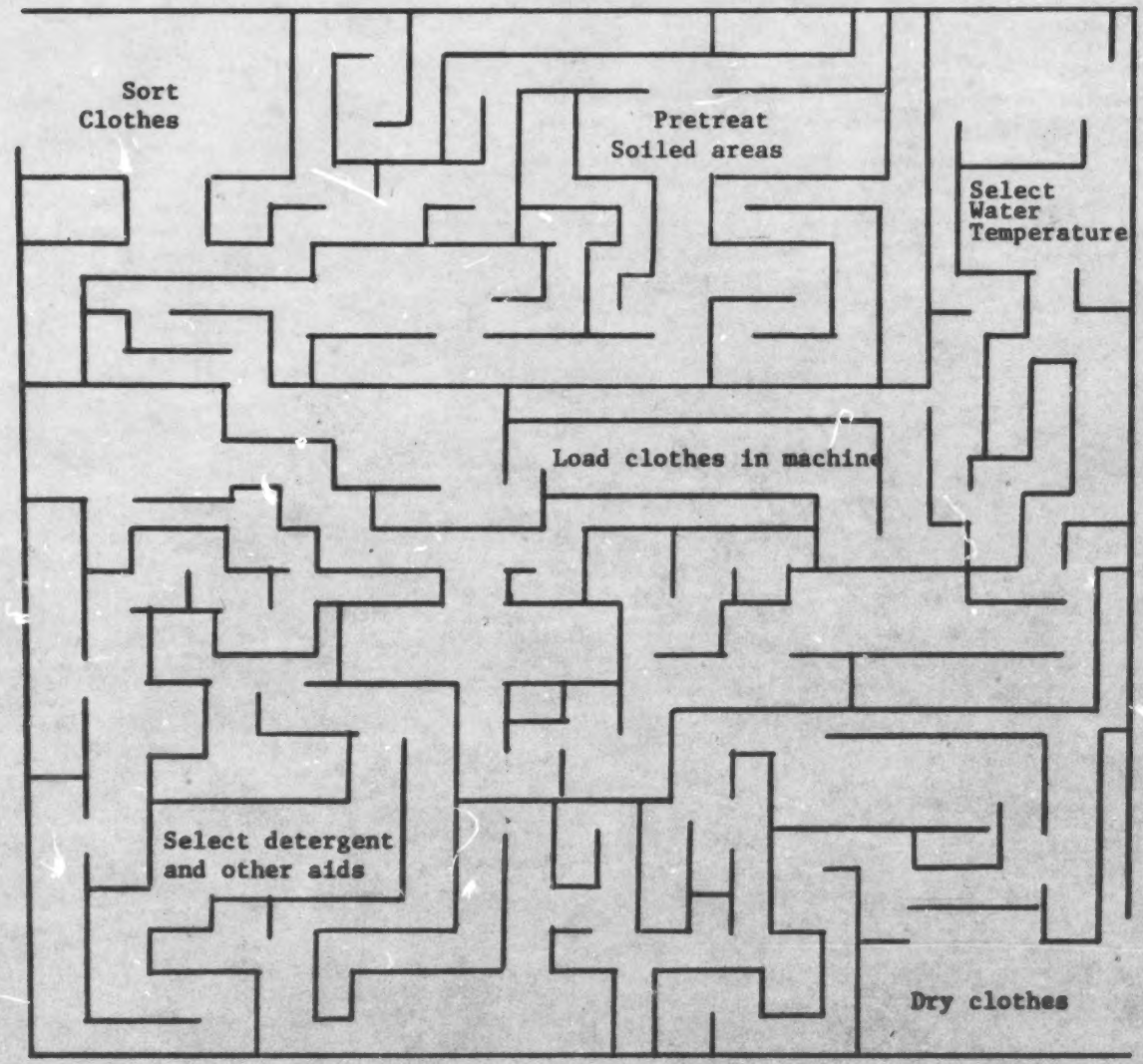
15 6 8 2 17 24 12 17 26 17 19 26 9 9 10 9 9

22 6 14 24 6 8 17 2 18 17 5 24 19 10 12 5 !!!

CLOTHING CARE
Unit V

Objective 2-Laundry Steps Maze

By following the maze correctly the six machine laundry steps should be arranged in order. Place the number of the step.



CLOTHING CARE
Unit V

Objective 4-The Sorting Game

Purpose of game: This activity is designed to assist students to be able to classify sorted laundry loads according to proper water temperature.

Directions:

A. Prepare three sacks of wearable clothing items.

B. Divide class into three teams.

(NOTE: Each team consists of one sorter and one helper.)

C. Give each team a name--"HOT," "WARM," "COLD"

D. Select a time limit for teams to work, e.g., 3 minutes

E. Each sorter will sort out the clothing from the bag that can be washed in his/her team's temeprature name

Example: "WARM" team sorter finds all clothing that would be washed in warm water

F. The sorter puts on the clothing that can be washed by his/her team's water temperature

G. The helper assists the sorter in dressing

H. The team that finishes dressing first and with all correct items wins

CONSUMER AWARENESS
Unit I

Presentation of Objectives

Directions: Enlarge the following replica of a dollar. In each of the spaces provided, write in each specific objective that coincides with the number in the space. Cut apart, as in a puzzle, and when discussing or covering the objective, fit together. At the completion of the unit all eight objectives the puzzle will be complete.

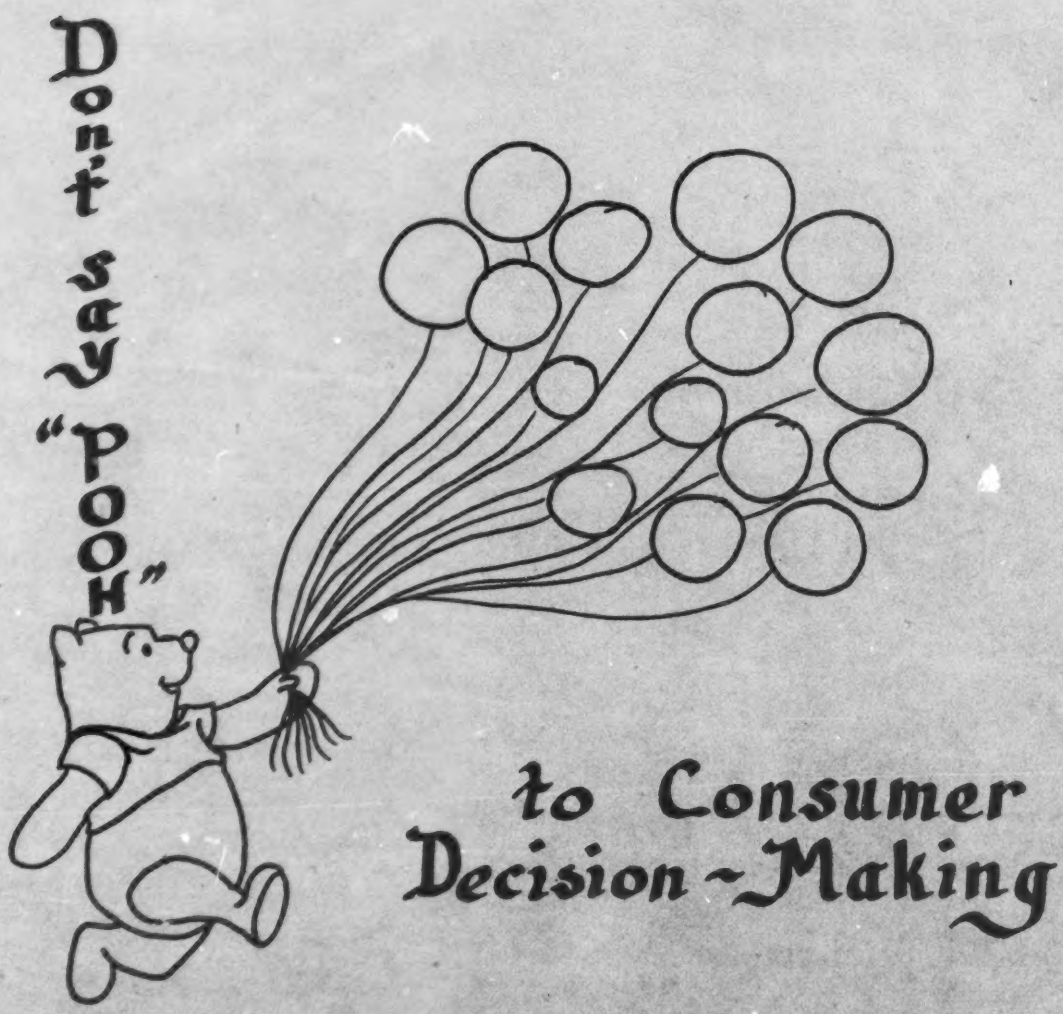
(Note: Be sure to put the picture and title, "Consumer Awareness", on the chalkboard before beginning with the objectives.)

CONSUMER DECISION-MAKING
Unit II

Presentation of Objectives

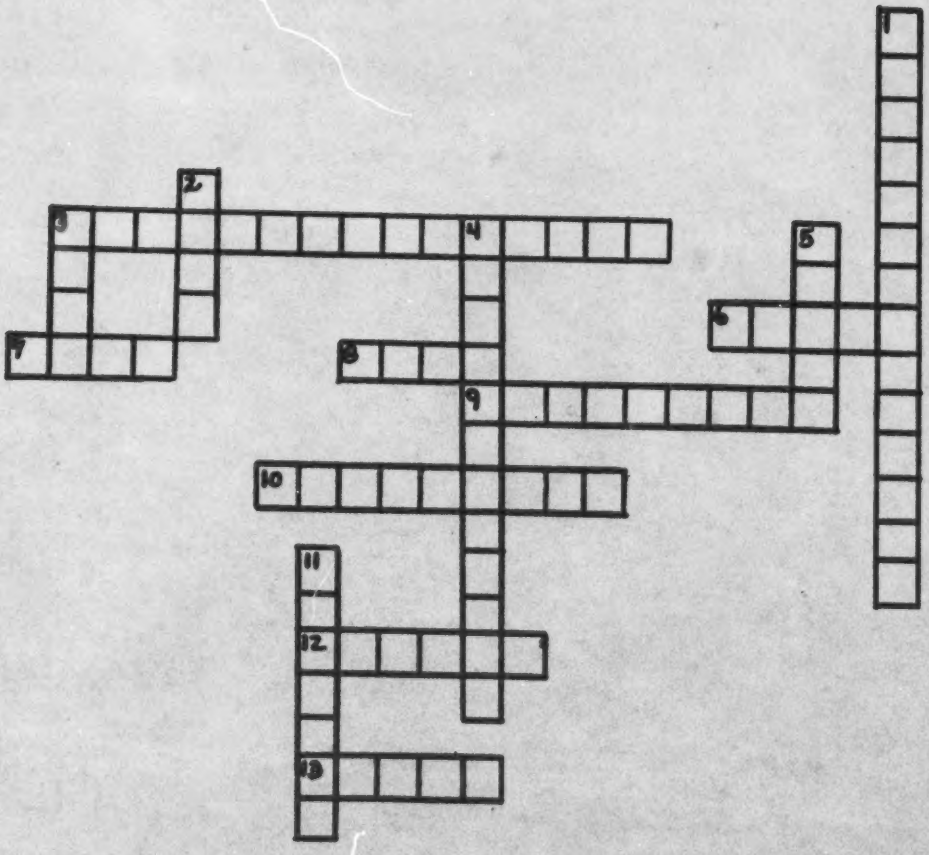
Directions: Write each specific objective on varied colors of balloons.

(NOTE: This idea could be changed to use with presentation of Objective #4--write the rights and responsibilities on the balloons.



CONSUMER DECISION-MAKING
Unit II

Objectives 1, 2, 3, 4-Crossword Puzzle



ACROSS:

3. Considering available alternatives and determining best choice
6. Actual dollars and cents derived from earnings, gifts, allowances, and doles
7. Item one is unable to live without
8. Amount of money received for employment
9. All the ways and/or means used to obtain needs and wants
10. Definite amount of money which is received on a regular schedule
12. Ideas, beliefs, and feelings that are important to us and influence what we do
13. Aims toward which an individual works

DOWN:

1. Goods and services one produces for own use or receives in exchange for work
2. Present of money, service, or item that could be purchased with money
3. Money given from family income when asked
4. Any two or more ideas from which a choice must be made
5. Desires, not necessities
11. Money put aside from present income for use sometime in future

CONSUMER DECISION-MAKING
Unit II

Objectives 3, 4, 6

"Show and Tell" - Each student brings an example of something that constitutes part of their non-money income. This example should be something acquired by "swap" or "handed-down" or a gift. As they "show" they "tell" how it added to their total personal income and whether it satisfied a need or a want.

"True Confession" - Each student brings an example of something that was purchased and later regretted. After the "confessions", discuss how the decision-making process can help avoid future experiences.

(NOTE: Use "Show and Tell" and "True Confession" to combine the material in the information sheet and assignment sheets. A touch of comedy can be added by participating in the activity. You could wear several of your mistaken purchases at once on the first day of the unit to dramatize the need for better consumer decision-making.)

CONSUMER DECISION-MAKING
Unit II

Objectives 5, 7, 8, 9 - "To Tell The Truth"

Preparation: Reproduce the following three scripts, write original scripts or direct students to write scripts to use during "To Tell The Truth."

Script 1

My name is Tarrah Tossit. I've been worried all spring about getting a job this summer. If I can't find something in a clothing store or in a boutique, I'll be crushed! I need to work in that particular type of store so I can get a discount on my fall/winter wardrobe. . .actually I need to add to my summer clothes as well. The new sundresses with flowers and combs are a must for summer dates. If I can get a few new "T" shirts on sale, it will add the needed versatility to my jeans, plus one more long dress (my prom dress is too memorable to wear again this summer). . .sigh! Well, you can see my problem. I have to get a job so I can add to my summer wardrobe and start on my fall and winter clothing needs. And then there are other expenses like cosmetics, records, hair cuts, concert tickets, saving for college, nail polish, sandals! Gee! This list could go on and on and on. . .

Script 2

My name is Robert Redbird. I need to figure out how to get an advance on future allowances, or get money for Christmas instead of gifts, or get a part-time job and somehow get some money for a car. This dating in the family car is really embarrassing. I am the only guy I know who takes girls out in his mother's pink station wagon. I'll have to have a car for college anyway, so I might as well get one now when I really need it.

Script 3

My name is Kaye Funaway. I've got to get a part-time job as soon as possible. I need money for tuition at the technical institute. I have decided to become an Inhalation Therapist and that takes some training courses to become licensed. Now that Mother has had this operation, it looks like she will be out of work for several months. This really sets us back since we were saving part of her salary for the institute. If I could work in a clothing store, it would be fun, but I would also enjoy food services, since waitresses can make fairly good money in tips. At any rate, I am ready to get a job now and the sooner, the better.

Directions: Select three volunteers to participate as contestants and to set in chairs facing the class. The contestants read their scripts as convincingly as possible. After hearing all three contestants, the jury (the remaining class members) vote to determine which contestant was able to discriminate wants, needs, values, and goals. After voting, discuss and evaluate each contestant's need for a spending plan.

CONSUMER DECISION-MAKING
Unit II

Objective 5 - Questionnaire on Spending Practices

Use the following questionnaire for students to complete after they return their week-long record of income an expenditures. This questionnaire can serve as "proof" for a unit in Consumer Decision-Making!

After completing the questionnaire wich "Y" for yes, "O" for occasionally, or "N" for no, total the number of Y's, O's, and N's. The "ratings" below could be used for a humorous summary!

(NOTE: The questionnaires need not be turned in; they are designed for the personal interest and motivation of the individual student.)

20 Y's	-	"Would YOU like to teach this class?"
15-19 Y's	-	"Many proposals of marriage will SURELY come your way!"
10-14 Y-s	-	"You have consumer decision-making abilities-but, you can be super qualified after this unit!"
5-9 Y's	-	"Your good looks may be your greatest asset! This unit will give you a new lease on living!"
0-4 Y's	-	"Don't let ANYONE see your paper! Let's get started on this unit!"

QUESTIONNAIRE ON PERSONAL SPENDING PRACTICES

Fill out the following questionnaire using either a Y meaning yes, an O meaning Occasionally, or an N meaning no.

_____ 1. Do you plan purchases before shopping?

_____ 2. Do you follow some type of spending plan?

_____ 3. Do you ever give serious thought to values and goals - to what you hope to achieve and obtain?

_____ 4. Do you ever write down goals for spending?

_____ 5. Do you compare prices at different stores before buying?

_____ 6. Do you look closely at items before buying?

_____ 7. Do you ask questions about clothing care, etc. before buying?

_____ 8. Do you think about use and quality of an item before buying? Example: If you will wear it often, should it be durable?

_____ 9. Do you know which features are and are not important to you in items you buy? Example: color

_____10. Do you read the labels and attached tags before buying?

_____11. Do you keep labels and tags around after buying?

_____12. Do you follow directions for use and care of products?

_____13. Do you decide how much you can afford to spend before shopping?

_____14. Do you make an effort to get along with salespeople?

_____15. Do you make necessary returns and exchanges promptly?

_____16. Do you find out about the store's policy on returns and exchanges before you buy?

_____17. Do you have any type of savings?

_____18. When shopping for something, are you able to keep from being influenced by advertising you have seen?

_____19. Do you postpone buying until things go on sale whenever possible?

_____20. Are you able to make ends meet on your current income?

TALS

Y's	O's	N's
_____	_____	_____

CONSUMER DECISION-MAKING
Unit II

Objectives 3, 4, 6, 11 - Home Experience

Select a home experience that uses the decision-making process. This home experience should be one that can produce non-money income. Use the following form summarize your home experience.

NAME _____

DATE _____

1. Describe your home experience briefly: _____

2. List and discuss the steps you followed in the decision-making process:

3. How much money did you save on this home experience. . .in other words how much non-money income did you produce? $ _____

4. If you were to repeat this activity one time a month, what would be the dollar value accumulated during a year? $ _____

5. Is this something you can do for someone else and actually receive money for your services? Discuss: _____

FOOD HABITS, EXERCISE, AND GOOD HEALTH
Unit I

Presentation of Objectives

Materials Needed: Poster boards, magic markers or paints, and opaque projector to enlarge picture

Directions: Write objectives on banana

Monkeying Around With Your Health

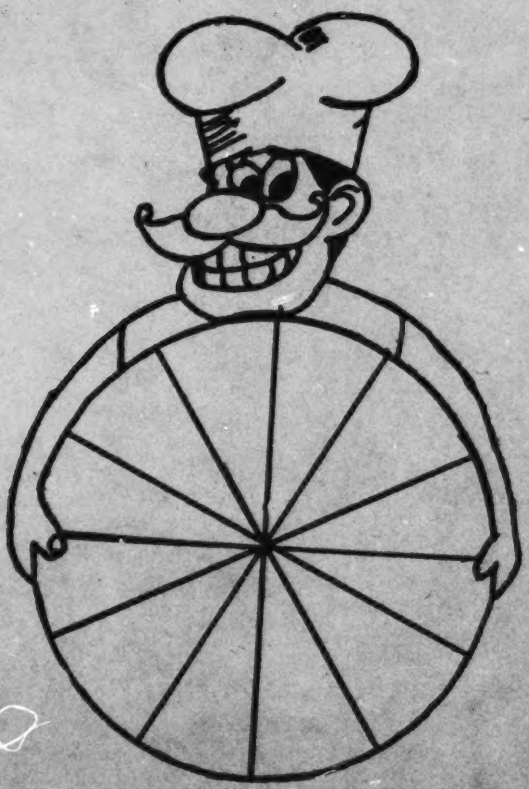
FOOD HABITS, EXERCISE, AND GOOD HEALTH
Unit I

Objective 1-Pizza Party Game

Materials needed: Poster board, magic markers, picture of a pizza, glue

Directions:

A. Enlarge picture on poster board
B. Cut an extra board to cover pizza and glue picture to board
C. Cut picture into 12 pieces and write questions and terms on the back of pizza-covered board
D. Select two captains, e.g. "A" and "B" or "pepperoni" and "sausage" (NOTE: Captains choose additional team members.)
E. Begin with the last member chosen on a team and progressing in reverse order of selection through the captain, the member rolls a single dice
   1. If the team member rolls a 1 or 6, chooses a piece of pizza
   2. If the team member answers correctly, team retains pizza piece
   3. If the team member answers incorrectly, the opportunity passes to the challenging team
   (NOTE: The piece of pizza and the team continue to alternate until the term is matched with the correct definition.)
F. The winning team is declared according to the number of pizza pieces.



FOOD HABITS, EXERCISE, AND GOOD HEALTH
Unit I

Objective 2-Word Search

Below are hidden 16 words and phrases which influence personal food habits. They may be spelled backwards, forwards, from top to bottom, or diagonally. Circle each word or phrase as you find it. The words and phrases are listed below the puzzle.

R B G U L N O M S W R E Y B L F O S M T
S T Q U K E V R B C E G D E L W O N K L
R D F I N W B A N C D U K O P M B O A B
L I K E S A N D D I S L I K E S O I N R
S N T E R W Q O B A N S E F T P K T L D
R V E M T P L T O N L O J H I G T I F X
D O M O W Q U N A A R C T C O L F D N T
R L B W Z L O E E B Q I U B N I J N O P
S V V K U C D M J S W A X O C H B O P L
T E X L T F M E E S X L B A B G A C Y E
F M S K C A N S S D Y S V W U V A C T S
L E Y E Z E F I A N I T E M O C N I L T
M N T R U N D T R E N A E D U T I T T A
C T B A E L V R T I E T E P D S E A S Y
E I E C O B A E Q R T U S T E F D M L P
G N L M C K P V N F U S D B O C T I O M
K S N D B A Q D O R B S R R B Y M L O N
R P E R S O N A L A P P E A R A N C E O
E O H A L P O P L U V W A Q F Z R S S Q
P R I J D O K E D W A D E U E F T U N P
L T G E O G R A P H I C L O C A T I O N
M S L E A C N R I J P O N S B B R P A E

Family
Friends
Media
Meals
Snacks
Income

Attitude
Values
Geographic location
Climatic conditions
Knowledge
Likes and Dislikes

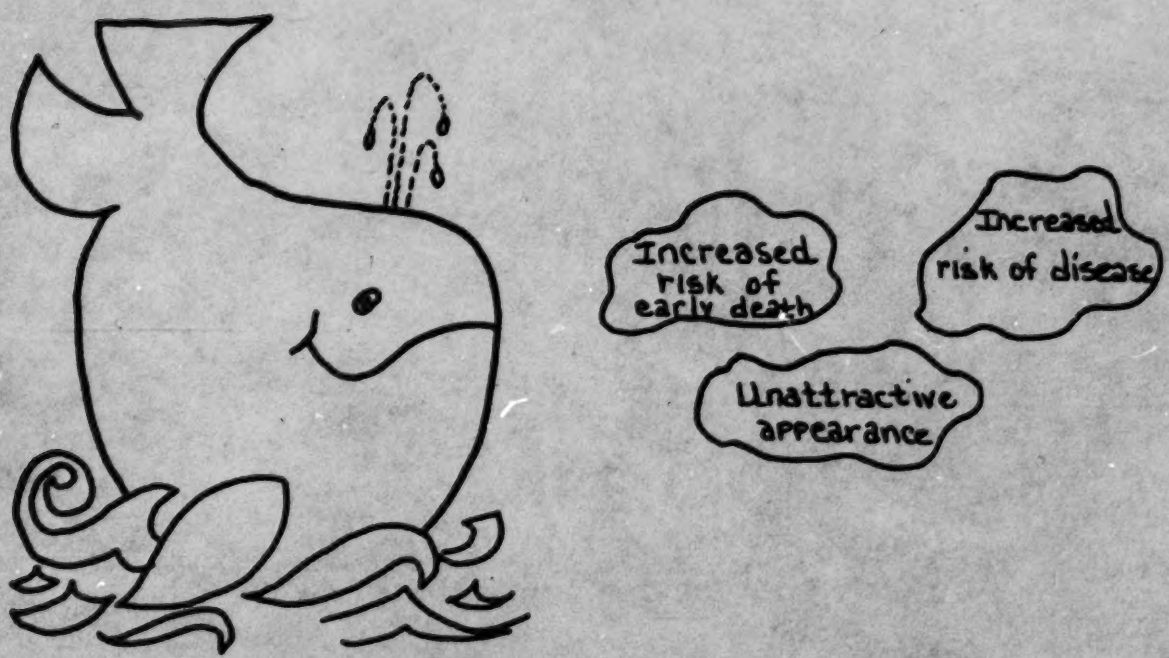
Personal appearance
Involvement in sports
Social status
Advertisement

FOOD HABITS, EXERCISE AND GOOD HEALTH
Unit I

Objective 6-Bulletin Board

Materials needed: Poster board, magic markers or paints, pipe cleaners for spout, sequins for water drops, and opaque projector

HAZARDS OF OBESITY



FOOD HABITS, EXERCISE, AND GOOD HEALTH
UNIT I

Objective 7-"Scales and Strips"

Materials needed: 3 poster boards; magic markers

Directions:

A. Cut 2 sheets of poster poard to represent scales

   Examples: Weight Gain and Weight Loss

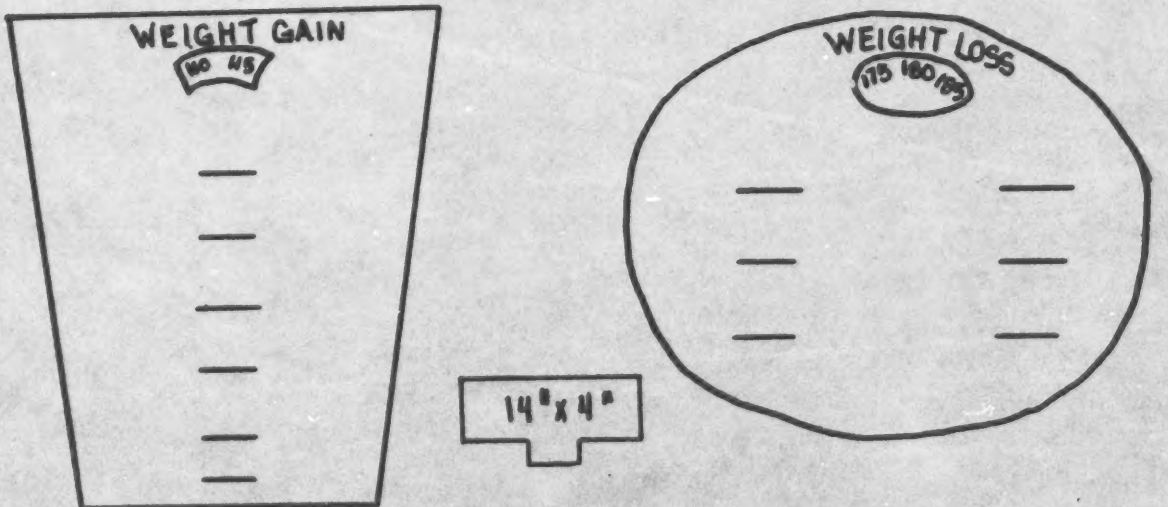
B. Make 12 14"x 4" strips with weight information printed from the information sheet

   (NOTE: There will be six strips with weight gain and six strips with weight loss information.)

C. Lay the strips face down and allow individual students to select a strip.

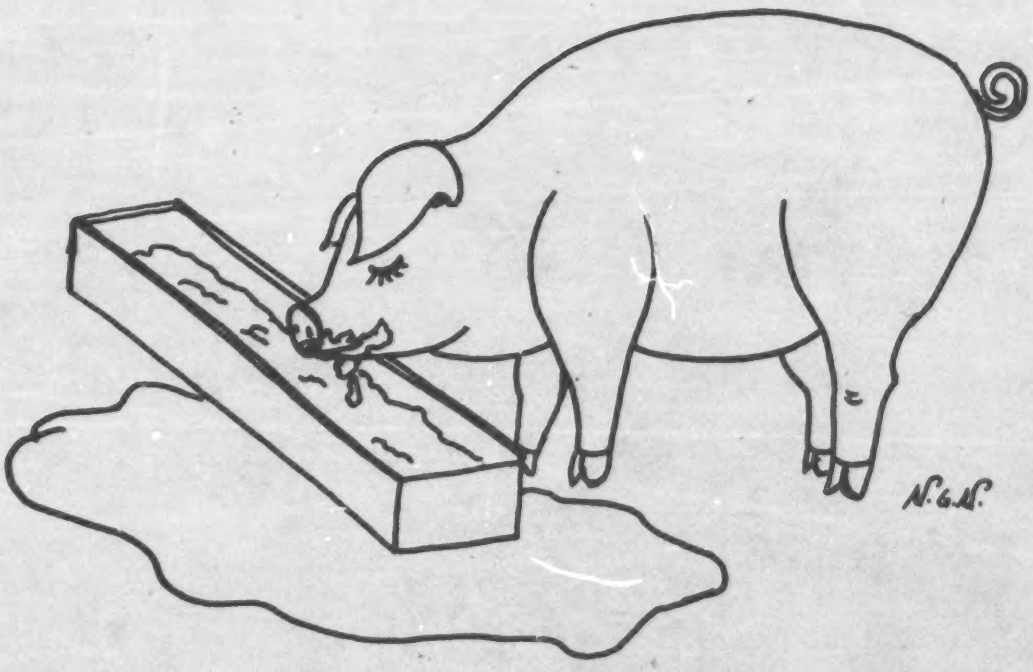
D. Student reads information and places strip in a slot on appropriate scales

(NOTE: Students could pantomine the information on the strip.)



MEAL PLANNING AND TABLE SERVICE
Unit II

Motivational Technique or Transparency Master



MEAL PLANNING AND TABLE SERVICE
Unit II

Objective 1-Word Scramble

Directions: Unscramble the terms associated with meal planning and table service and match each term with its definition.

1. rvcoe
2. sabci oruf odof upogrs
3. bdnalcae itde
4. batle verseci
5. tutdrintn
6. raewetalb
7. teid
8. ksanc
9. ealm
10. uemn
11. gsnirve
12. intrunoti

_____-Eating and serving utensils

_____-Simple guide to help select food and plan nutritious meals

_____-Science or study of food and way body uses it

_____-Portion of food eaten between regular meals

_____-Variety of foods eaten in sufficient amounts daily to meet body nutritional needs

_____-Food and liquid eaten each day

_____-Portion of food taken at one time to satisfy appetite and provide nutrients

_____-Way in which foods are served at meals

_____-Amount of food to be eaten at one time

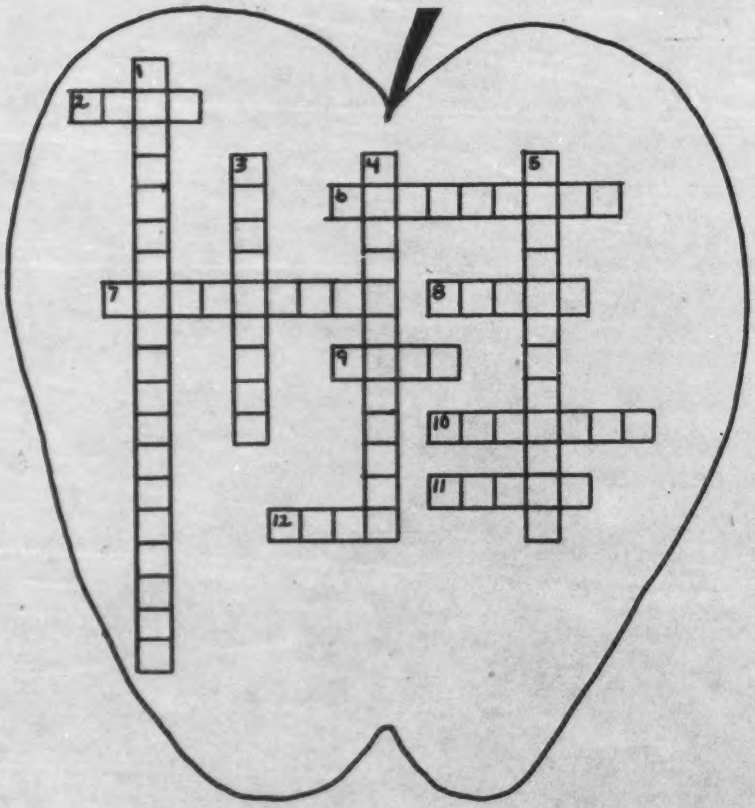
_____-Substances in food that help body grow, repair and maintain itself, regulate body processes, and furnish energy and warmth

_____-Place setting for each person

_____-List of foods for specific meals

MEAL PLANNING AND TABLE SERVICE
Unit II

Objective 1-Crossword Puzzle



ACROSS:

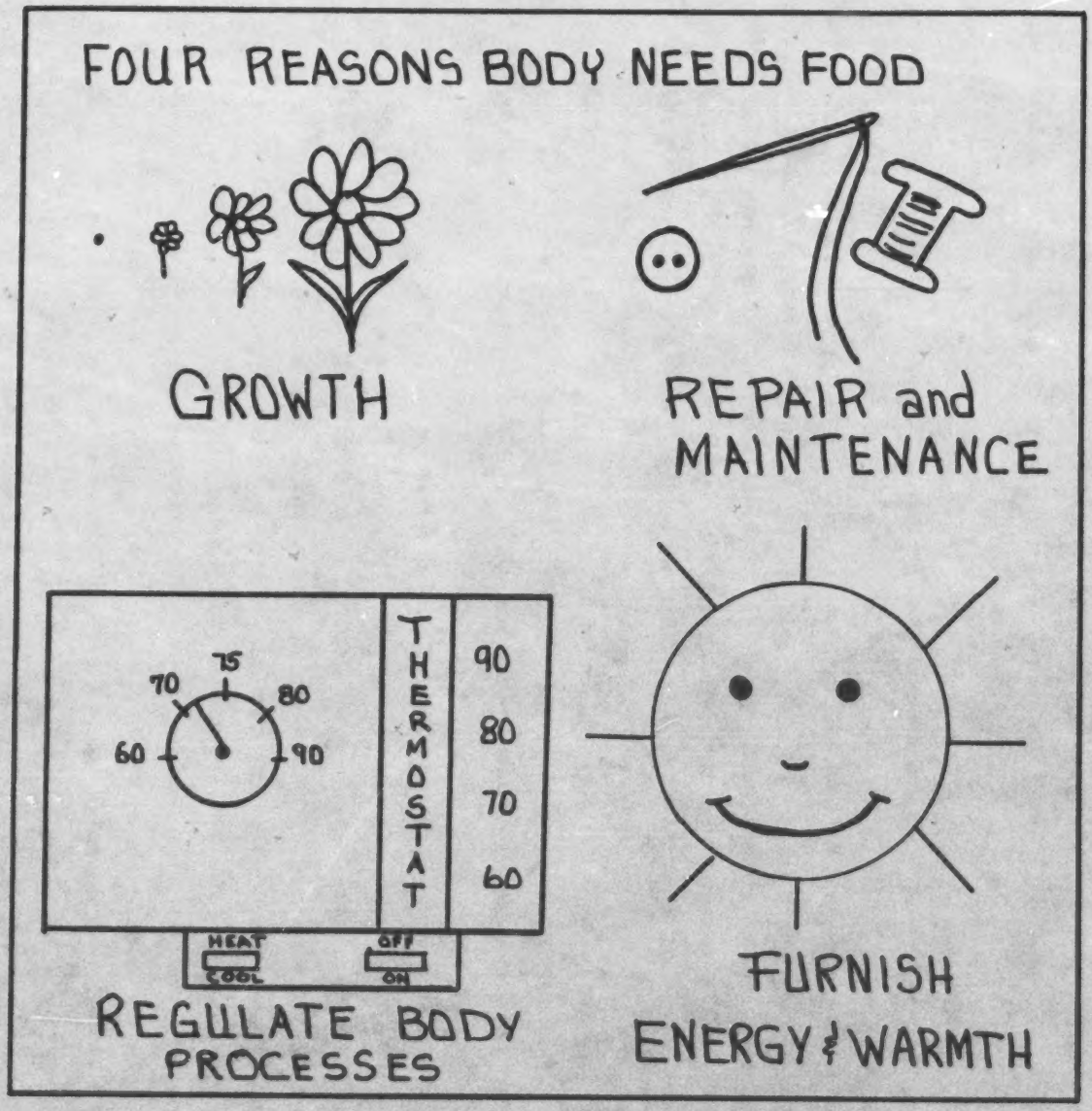
2. Portion of food taken at one time to satisfy appetite and provide nutrients
6. Eating and serving utensils
7. Science or study of food and way body uses it
8. Place setting for each person
9. List of foods for specific meals
10. Amount of food to be eaten at one time
11. Portion of food eaten between regular meals
12. Food and liquid eaten each day

DOWN:

1. Simple guide to help select food and plan nutritious meals
3. Substances in food that help body grow, repair, and maintain itself, regulate body processes, and furnish energy and warmth
4. Variety of foods eaten in sufficient amounts daily to meet body's nutritional needs
5. Way in which foods are served at meals

MEAL PLANNING AND TABLE SERVICE
Unit II

Objective 2-Bulletin Board



KITCHEN UTENSILS AND TOOLS
Unit III

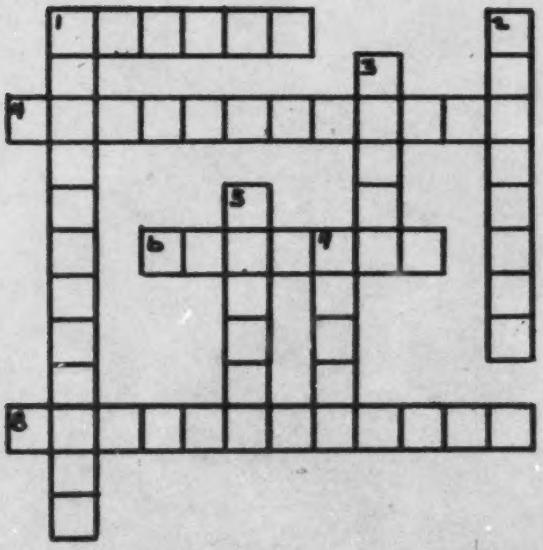
Objectives 6, 7-Elimination Game

Purpose: To assist the student to be able to identify kitchen utensils and tools

Directions: All students form a circle around the room or divide the class into two teams. Make a display of all the kitchen utensils and tools given in objectives 6 and 7. Each student identifies the tool or utensil pointed to by the teacher. When a student identifies a tool or utensil correctly, he/she remains in the circle or on the team. When a student does not identify the tool or utensil correctly, he/she leaves the circle or the team. The person who is the last standing or the team with the most members wins!

KITCHEN UTENSILS AND TOOLS
Unit III

Objective 10-Crossword Puzzle



ACROSS:

1. Used to turn meats, pancakes, vegetables, and fruits while browning
4. Used for beating eggs, egg whites, or batter
6. Spoon used to lift food from liquid in which food was cooked
8. Used to spoon liquids over foods and to lift food, including its liquid, out of pan

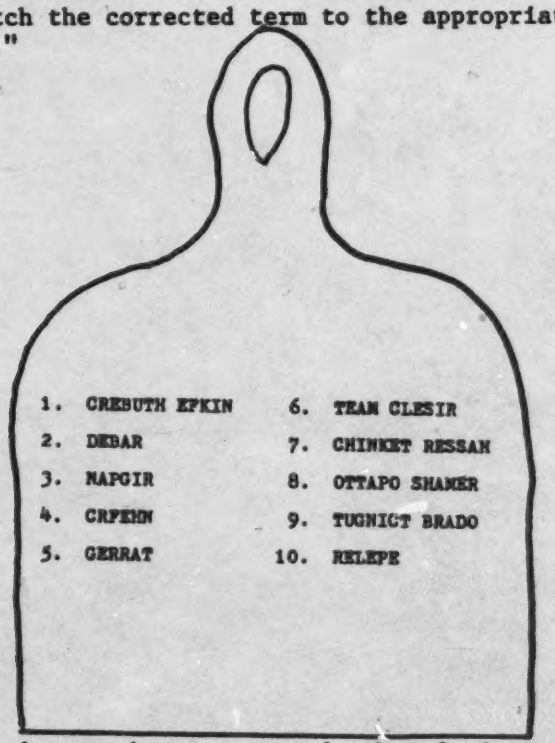
DOWN:

1. Used to hold meats while slicing and to turn solid pieces of meat while browing and cooking
2. Used to whip eggs or batter and to blend gravies, sauces, and soups
3. Used to lift soups, gravies, and sauces into servings
5. Spoon used for creaming, stirring, and mixing
7. Used to turn steaks, bacon,or chops while browning and to remove corn on the cob and other vegetables from hot liquid

KITCHEN UTENSILS AND TOOLS
Unit III

Objective 11-Word Scramble

Directions: Unscramble the tools and utensils used for cutting, chopping, and mashing. Match the corrected term to the appropriate use listed below the "breadboard."



_____1. Used to mash potatoes and other foods

_____2. Chef's knife used to chop, dice, or mince food

_____3. Used for slicing roasts, hams, and thick, solid cuts of meat

_____4. Used to section ram meat, poultry, or fish

_____5. Protects table top or counter when cutting food

_____6. Used to grate, shred, slice, and serrate foods, e.g., cheese

_____7. Knife used to core, peel, and section fruits and vegetables

_____8. Knife used for slicing bread

_____9. Used for various kitchen cutting tasks

_____10. Used for paring vegetables and fruits, such as carrots, potatoes, and apples

KITCHEN UTENSILS AND TOOLS
Unit III

Objective 14-Word Hunt

Instructions: Find the hidden kitchen utensils and tools used for cake and pastry making and match them to their definitions below.

P B A P S Q C T U V O P R
L A V A S O A U X R E Z E
A W S S P A N S T T O D P
I I N T E A G L E T S K A
N N A R R B A S K E E G R
J G O Y O Y T Y P E W R C
A M C B L U B U T T E R S
I E I R L F O L S T I R R
N P O U I M A C E R A M E
L O U S N I A B R N R O B
L O V H G D A T E R D E B
W A S U P P E R C H I E U
M E T R I C U N I T S S R
M I X I N G B O W L S A T

_____ Used to cut shortening into flour for pastries and biscuits

_____ Used to brush melted shortening on pastry and dough to spread thin icings

_____ Used to roll out cookies, rolls, and pastry

_____ Used for scraping sides of utensils

_____ Used for mixing and combining ingredients for many foods

_____ Used to cut dough into various shapes and sizes

KITCHEN UTENSILS AND TOOLS
Unit III

Objective 15, 16-Decode the Mystery Phrase

Match the uses on the right with the kitchen utensils or tools on the left. Place the appropriate number in the blank at the left of each kitchen utensil or tool.

___ A-Square cake pan
___ C-Wire cooling rack
___ D-Round cake pan
___ E-Pie pan
___ F-Cookie sheet
___ G-Muffin pan
___ H-Jelly roll pan
___ I-Angel food cake pan
___ L-Loaf pan
___ N-Bundt pan
___ O-Baking/casserole dish
___ P-Dutch oven
___ R-Double boiler
___ T-Griddle
___ V-Skillets
___ Y-Saucepans

1. Used for cooking sauces, vegetables, and many other foods
2. Used to cool cakes and cookies
3. Used to cook and serve various types of baked dishes
4. Used to cook pancakes and to grill sandwiches
5. Used for baking cookies, rolls, and biscuits
6. Used for layer cakes
7. Used for braising meats and poultry
8. Used for baking pies
9. Used for cooking foods in small amount of fat
10. Used for coffee cakes, bar cookies, and one-layer cakes
11. Used for baking thin sheetcakes
12. Used to bake angel food, sponge, and chiffon cakes
13. Used when temperature must be kept below boiling and to keep foods warm without overcooking
14. Used to bake bundt cakes, streusel, and pound cakes
15. Used to bake bread, meat loaf, and pound cakes
16. Used to bake muffins and rolls

To solve the mystery phrase below, place the letter that is in front of the kitchen utensil or tool in the blank above the number which is the same as the number of the use.

Example: 1. Used for cooking sauces, vegetables, and many other foods

The answer is Y for saucepans--place Y above all the blanks which have 1 under them: $\frac{Y}{1}$

Mystery Phrase:

| | | |

USING A RECIPE
Unit IV

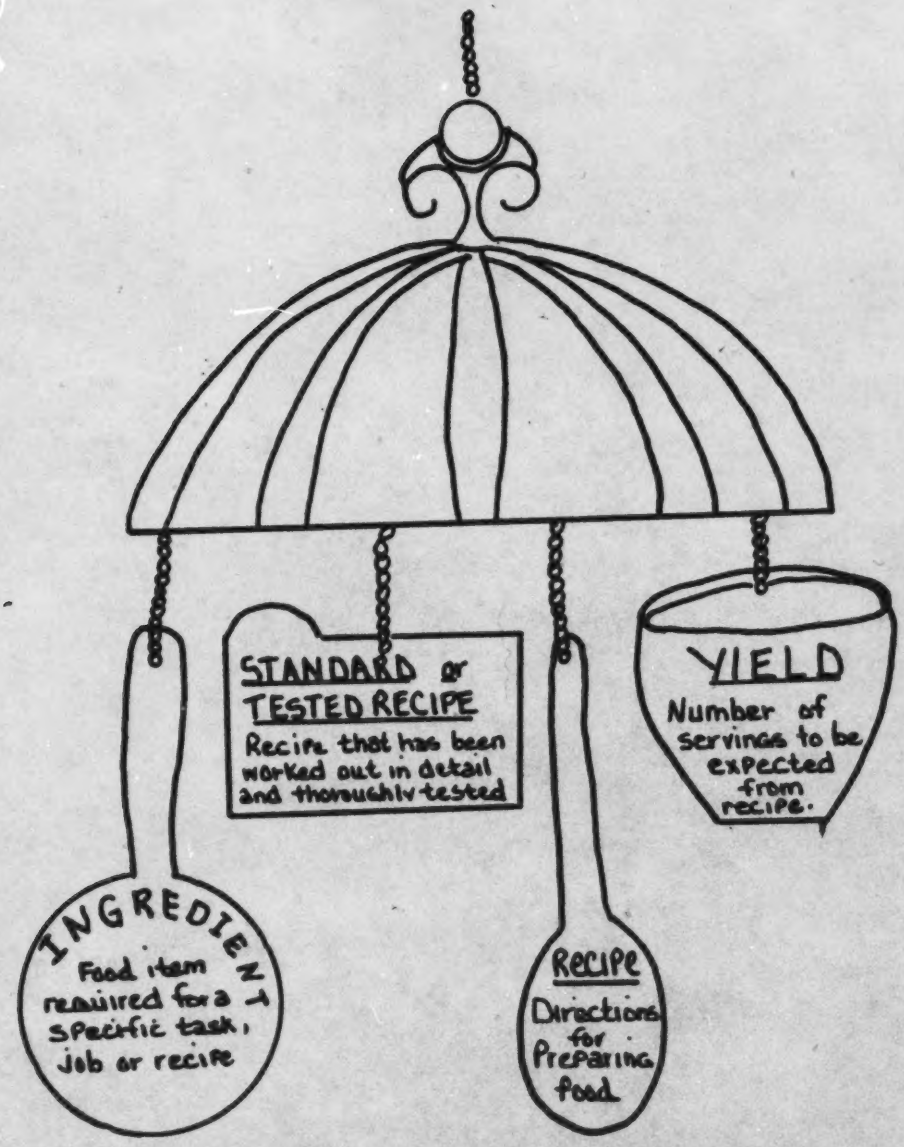
Presentation of Objectives

UNIT IV
USING A RECIPE
Unit Objective:
After the completion of this unit, the student should be able to evaluate recipes, make a time-work plan, convert recipes, and use a recipe. This knowledge will be evidenced by scoring eighty-five percent on the unit test.
#1
Match terms associated with using a recipe to the correct definitions
#3
Match cutting techniques to the correct descriptions
Specific Objectives
Match common equivalents of household measures used in recipes
#6
#2
Match mixing techniques to the correct descriptions
#12
USE a Recipe
Match cooking techniques to the correct descriptions
#4
#10
Make a Time-Work Plan
#5
Write recipe abbreviations used for weights, measures, time, and oven temperatures.
#7
Match oven temp. to oven dial settings
#8
Arrange in order the steps for successful recipe use.
#9
Evaluate Recipes
#11
Convert Recipes

(NOTE: - Place objective on bulletin board as covered daily!)

USING A RECIPE
Unit IV

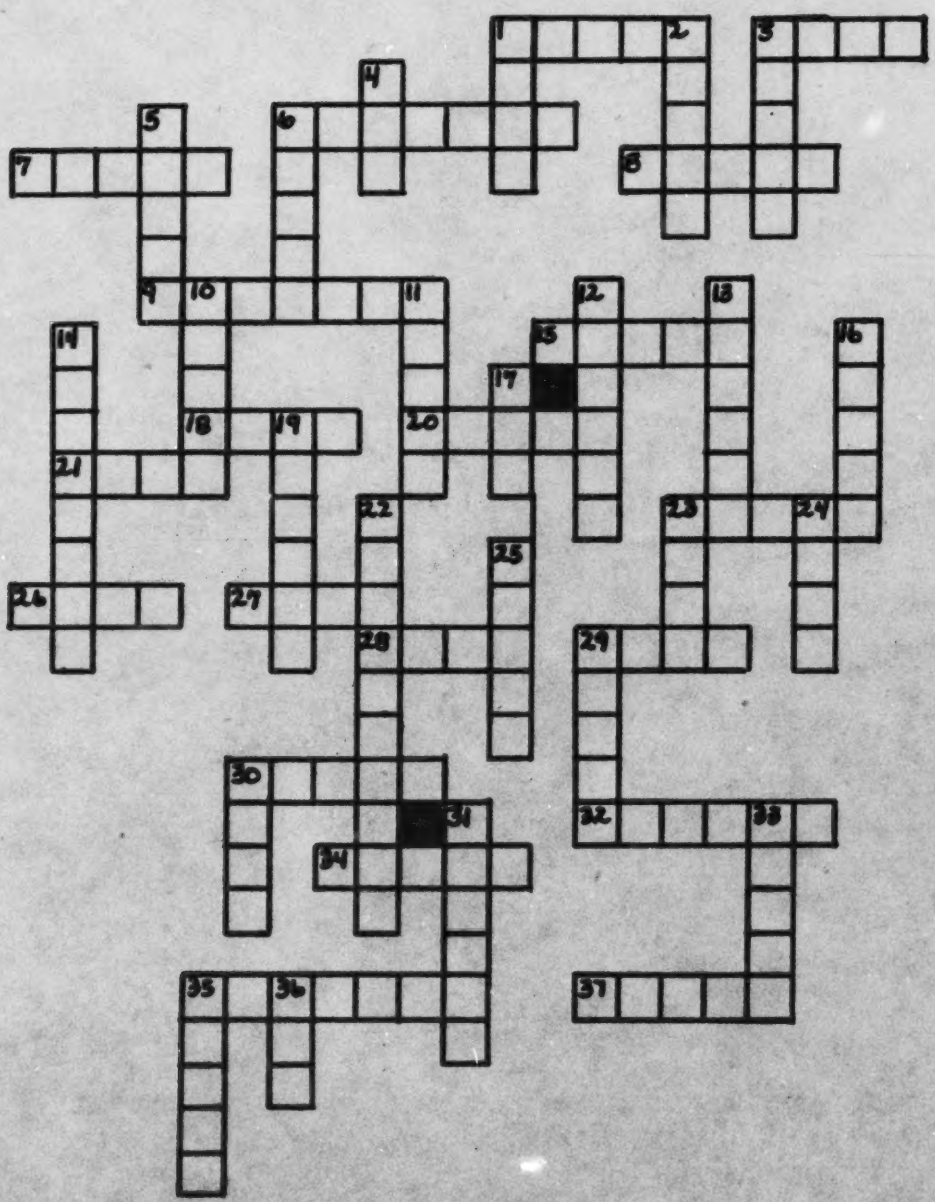
Objective 1-Mobile


STANDARD or TESTED RECIPE
Recipe that has been worked out in detail and thoroughly tested
YIELD
Number of servings to be expected from recipe.
INGREDIENT
Food item required for a specific task, job or recipe
Recipe
Directions for Preparing food

USING A RECIPE
Unit IV

Objectives 2, 3, 4-Crossword Puzzle

(NOTE: Definitions are on next page!)



ACROSS:

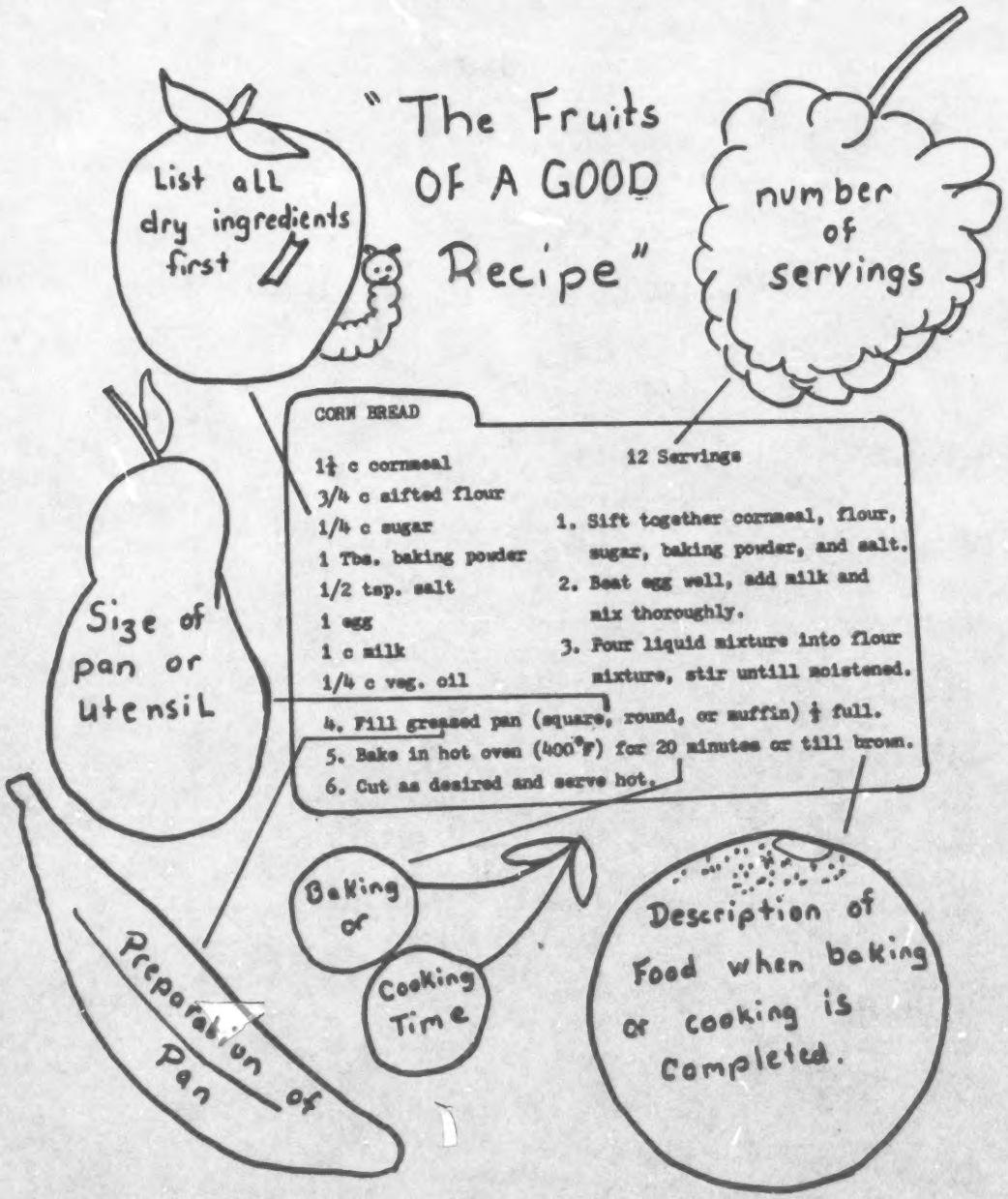
1. Cook over steam rising from boiling water
3. Cut into small irregularly shaped pieces
6. Boil in water until partially cooked
7. Rub food against grater to obtain fine particles
8. Heat liquid to point where tiny bubbles appear around edges of container; pour boiling water over food or dip food briefly into boiling water
9. Heat pan, broiler, or oven to desired temperature before cooking food
15. Cook under direct heat or under coals
18. Put dry ingredients through a sifter or a fine sieve to aerate
20. Cook over direct heat uncovered in small amount of fat, butter, or oil
21. Mix with an over-and-over motion using spoon, rotary beater, or electric mixer
23. Make the surface of the food brown in color by frying, broiling, toasting, or baking
26. Cut into small pieces about ½" in size
27. Cut into very small pieces about ¼" in size
28. Cut away the outside skin or covering
29. Cook long and slowly in liquid
30. Spoon drippings or other liquid over food while cooking
32. Coat the surface with substance such as flour, milk, meal, or bread crumbs
34. Pour off liquid
35. Mix together two or more ingredients, usually by stirring
37. Manipulate by folding dough forward and rolling it back with the heel of the hand

DOWN:

1. Mix ingredients with circular motion
2. Cut into very small pieces
3. Place food in refrigerator until cold
4. Cook in hot fat
5. Cover with boiling water and let stand without additional heating until flavor and color is extracted
6. Cook gently in hot liquid below the boiling point
10. Cook by dry heat, uncovered in oven
11. Brown by direct heat in toaster or in oven
12. Lower the temperature of food below 32°F or 0°C
13. Cut in long, thin pieces
14. Roast meat or poultry slowly over coals, on a spit, or in the oven, basting it often with sauce
16. Cut fat into dry ingredients until mixture is in very small pieces
17. Divide foods into smaller pieces with a knife or with scissors
19. Insert edge of spoon vertically down through the middle of the mixture; slide the spoon across the bottom of the bowl; bring it up with some of the mixture; fold over on top of the remainder until a all is evenly mixed
22. Cook in fat which completely covers the food
23. Cook in an oven or oven-type appliance in a covered or uncovered pan with dry heat
24. Beat rapidly with rotary beater, electric mixer, or wire whisk to incorporate air and make light and fluffy
25. Mix several ingredients so that they are well combined but not beaten
29. Tear or cut into thin pieces or strips
30. Cook in liquid, usually water, in which bubbles rise constantly, break on surface continuously, and give off steam
31. Cook in liquid just below boiling point
33. Cut by putting food through a food chopper or grinder
35. Soften and blend until smooth and light by mixing with a spoon or electric mixer
36. Combine two or more ingredients so they are evenly distributed

USING A RECIPE
Unit IV

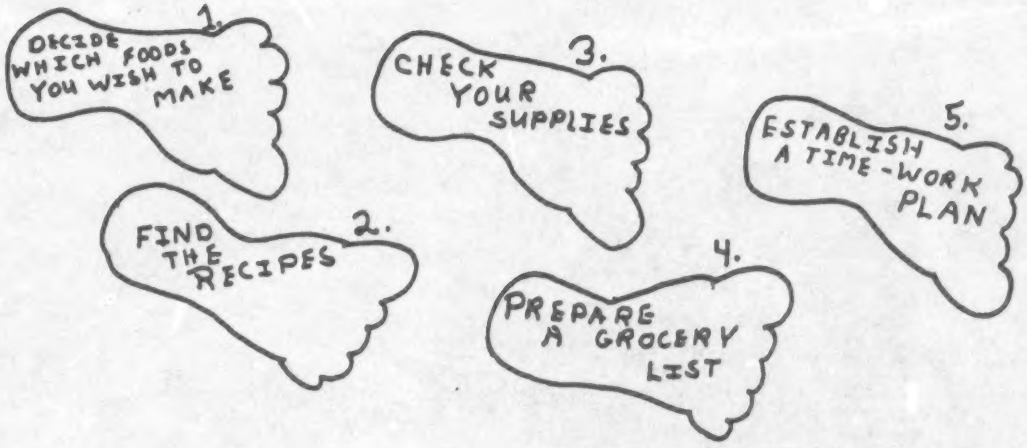
Objective 9-Bulletin Board Idea


"The Fruits OF A GOOD Recipe"
List all dry ingredients first
number of servings
Size of pan or utensil
Preparation of Pan
Baking or Cooking Time
Description of Food when baking or cooking is Completed.
CORN BREAD
12 Servings
1¼ c cornmeal
3/4 c sifted flour
1/4 c sugar
1 Tbs. baking powder
1/2 tsp. salt
1 egg
1 c milk
1/4 c veg. oil
1. Sift together cornmeal, flour, sugar, baking powder, and salt.
2. Beat egg well, add milk and mix thoroughly.
3. Pour liquid mixture into flour mixture, stir untill moistened.
4. Fill greased pan (square, round, or muffin) ⅔ full.
5. Bake in hot oven (400°F) for 20 minutes or till brown.
6. Cut as desired and serve hot.

USING A RECIPE
Unit IV

Objective 10-Bulletin Board Idea

STEPS IN FOOD PREPARATION



SAFETY AND SANITATION
Unit V

Review-Dots Game

Directions:

A. Draw the above dot system on chalkboard

B. Divide class into two teams

C. Begin asking review questions taken from information sheet

D. When a player answers a question correctly, he/she draws a line connecting two dots

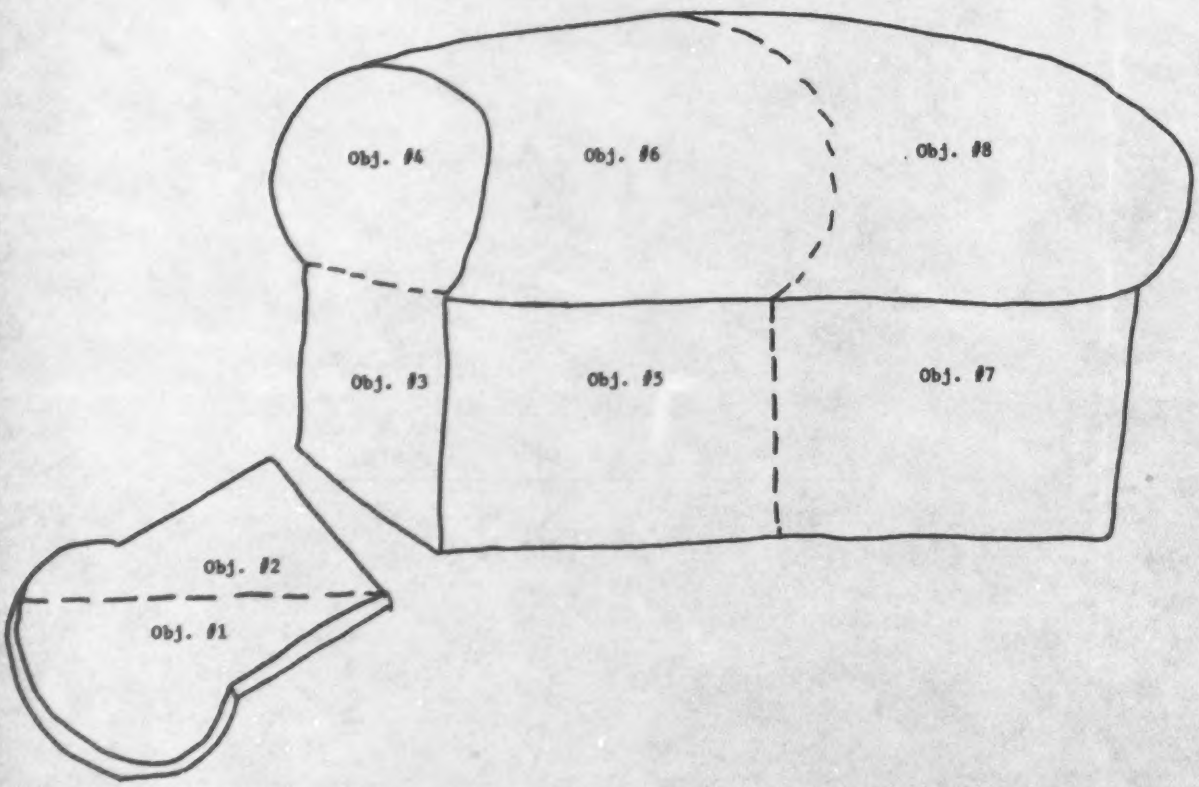
E. Proceed until all lines have been drawn.

(NOTE: When a person draws a line which closes up a box he/she may claim that box for his/her team by placing the team name in the box.)

F. The winning team is the owner of the most boxes at the end of the review session

QUICK BREADS
Unit VI

Presentation of Objectives



QUICK BREADS
UNIT VI

WORD HUNT - OBJECTIVE 2

See if you can circle the types of quick breads. The words are spelled from left to right, top to bottom, bottom to top, and diagonally. Use the list at the bottom of the page to keep track of the words you've found.

H K J T P A N C A K E S

U C O R N B R E A D E T

S Z W T A C D L N K S I

H D M A F T V S A Y X U

P J O N F T Y C Q O H C

U I Z S R F E O B M X S

P V T N C E L N J T Y I

P A H I F T N E Y W V B

I A C F D M A S S T J P

E F O F P O P O V E R S

S C R U K H S T S D B K

L N T M Z R X N I J A P

Cornbread
Muffins
Popovers
Waffles
Biscuits
Hush Puppies
Coffee Cakes
Scones
Pancakes

QUICK BREADS
UNIT VI

TOSS A FACT - OBJECTIVE 3

PURPOSE: To learn the main nutrients in quick breads.

MATERIAL: Make a ball out of paper squeezed together.

DESCRIPTION: The teacher or chosen student may call the name of a nutrient and toss the ball to a player. The recipient has approximately ten seconds (counting slowly from one to ten) to call out the answer of a quick bread, which is a good source of the nutrient. Failure to answer eliminates the player. The winners are the players who answer their toss.

CEREALS
Unit VII

Wall Display for Presentation of Objectives

Materials needed: Yellow poster board for wheat heads; green poster board for wheat stocks; pipecleaners for beards; white bulletin board paper for background; and opaque projector

Directions:

A. Enlarge wheat picture with opaque projector

   1. Cut heads out separately to place one at a time as objective is introduced and covered

   2. Cut the remaining stocks from one complete piece

B. Lay white background paper on table and place parts in position--- lightly trace around picture so parts may later be positioned eaily. Mark beards and glue in place on background paper.

C. Write objectives on wheat heads

D. Hang background on wall and position stocks

E. Add wheat heads as subject matter related to objectives is covered

CEREALS
UNIT VII

Objective 1-"Cereal Bowl" Game

PLAYERS: Three to five students per team.

MATERIALS: Ten bowling pins, which may be made from plastic Windex bottles painted white with Gesso Acrylic Polymer Base Paint; bowling ball--use a tennis ball; masking tape, pencil and score pad; question cards from terms and definitions.

DESCRIPTION OF GAME:

1. Prepare bowling lane:
   A. Use masking tape to mark lane 6' X 2' on table or floor.
   B. Set up bowling pins which have been filled with one inch of sand to aid in balance of pins.
   C. May spray tennis ball black for the bowling ball.
2. Select students and decide the order they will bowl.
3. Explain rules of game:
   A. Each student rolls one ball each turn.
   B. He answers the numbered question according to the number of pins knocked down. For example, if he knocks down three pins, he answers question number three, if answer is correct three points are received. The number of points to be received correlate with the question number. Knocking down ten pins is a strike, which entitles him to a bonus question if he answered question ten correctly. This bonus question is worth five points. Failing to bowl within marked lines or not knocking down any pins is a gutter ball and no points are received.
   C. The first person on a team to receive fifty points is the winner.

	1	2	3	4	5	6	7	8	9	10	Bonus	Total
NAME												

Record score in each frame plus bonus points in "Bonus" frame.

Player

CEREALS
UNIT VII
BONUS QUESTIONS FOR CEREAL BOWL GAME

1. Name one example of a cereal grain.

2. Name one Ready-to-eat cereal.

3. What is one reason for including pastas in everyday meals?

4. Wheaties is an example of what type cereal?

5. Name one example of a macaroni product.

6. Name two examples of a cereal grain.

7. Name two Ready-to-eat cereals.

8. Name one macaroni product that in a recipe would be served with meat balls.

9. Name one example of a cooked cereal.

10. Name one macaroni product that in a recipe is mixed with cheese and serves a a meat substitute.

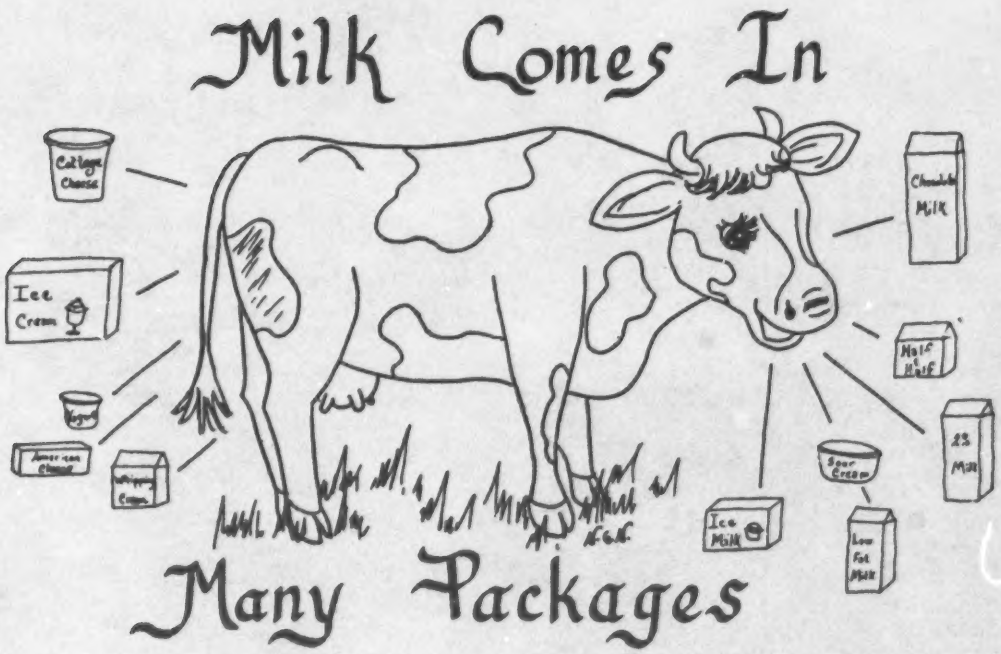
11. What is the definition of "Granule"?

12. Define "Enriched".

These questions will be placed on rectangle cards labeled "BONUS".

DAIRY FOODS
Unit VIII

Objective 8-Bulletin Board



DAIRY FOODS
Unit VIII

Objective 9-Bulletin Board

"CHEESE IS NOT "ALL-AMERICAN"

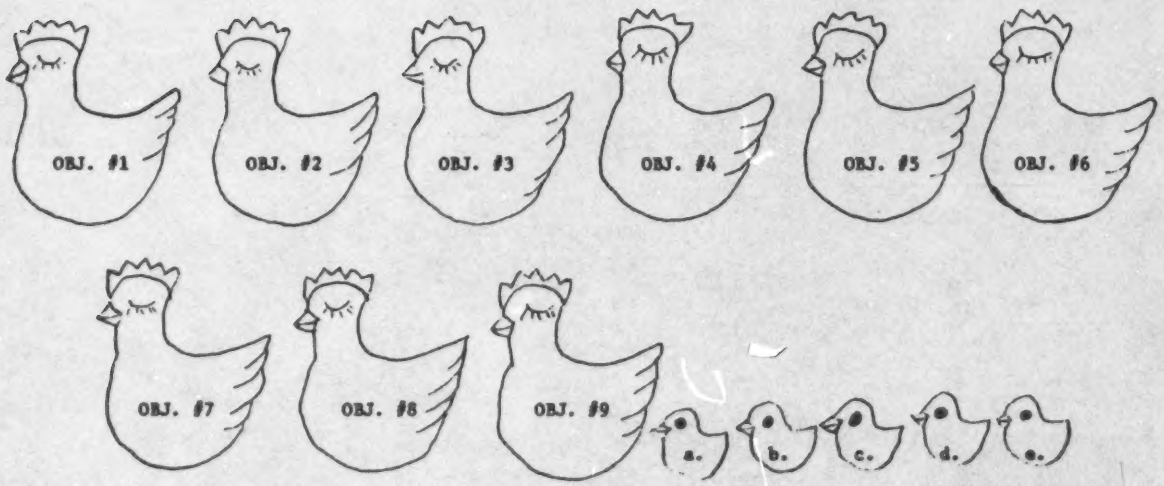
CLASSIFICATIONS			
SOFT			
SEMI HARD			
HARD			

(NOTE: Use chart to list cheeses found in Assignment Sheet #1--where did the cheese originate?)

EGGS
Unit IX

Presentation of Objectives

Directions: Write one objective per hen. The job sheets are written on chicks trailing Hen #9. Each objective/hen is placed on the bulletin board as a student reads the objective and at the time the class is ready to begin that objective. The objectives remain on the board as they are covered, as new objectives are added, so they are before the students at all times.



NAME _____

"EGG EVALUATION"

Eggs
Section F - Unit IX

Complete the evaluation of eggs while on a study tour at your grocery store or from a display of various grades and sizes of eggs in your classroom. From the information on the egg carton, complete the following information:

1.)

GRADE	WEIGHT	SIZE	PRICE (PER DOZ.)	PRICE (PER EGG) see #3

2.) What additional information was on the egg carton?

3.) What was the price per egg? (Divide the price of a carton or dozen eggs by 12 -- 12 eggs in a dozen -- and this will give you the price per egg. Complete the information on the chart above. Show the figures and mark with grade you are figuring.

4.) Which eggs seem to be the best buy for fried eggs or eggs that are used by themselves?

5.) Which eggs seem to be the best buy for use in cakes or when used in a mixture?

REVIEW GAME

"WHICH CAME 1st, THE CHICKEN OR THE EGG"

"EGGS"
Section F - Unit IX

PURPOSE OF GAME: The purpose of this game is to help the class review some of the objectives covered in class. It could be used to review a single objective, multiple objectives, or the whole unit.

MATERIALS NEEDED FOR GAME:

1. Hen doorstop or posterboard hen
2. Large L'eggs container (with a chick in it) or a posterboard egg.
3. Masking tape.

RULES FOR GAME:

1. Divide the class into two teams:
   A. Team A is the "Hens"
   B. Team B is the "Eggs"

2. Have the floor or carpet samples taped off in approximately 8 inch squares, using masking tape. These squares show teams advancement, so have the floor "game board" with squares that are two squares wide, and approximately ten squares long.

3. Each team is to have a captain. The captain chooses a number between 1 and 10 (which the leader/teacher has previously written down.) Whichever captain came closest to the number gets to start the game.

4. The Leader/Teacher gives a question, term, or part of a point to the team that goes first. If they answer correctly the first time that team advances two squares. If they can't answer, the question goes to the opposing team. If the opposing team answers correctly they advance one square. The opposing team also gets the next question.

5. The questions are alternated from Hen Team to Egg Team, unless one team cannot answer the question. The question then goes to the opposite team, but they will also get the next question since the next question was theirs anyway.

6. The first team to get to the end of the squares determines, at least for the time being, which came first ... the chicken or the egg.

PERSONAL LIVING SPACE
Unit I

Objective 1-"Lollipop" Game

Pre-preparation:

A. Enlarge drawing below to make the "Lollipop" gameboard
B. Make markers for players (miniature colored pillows)
C. Make information cards using the definitions in part I of the information sheet and an answer key for judge, if desired

Directions:

A. Divide group into pairs--allow each group to select their markers
B. Decide who goes first by tossing their pillow markers on the lollipop gameboard--marker landing on the highest number could go first and the lowest number could be the judge
C. Judge spreads cards face down on table
D. Player or pair picks an information card and attempts to match it to the terms on the board--the judge uses the answer key to determine correctness of match
   1. If player matches term and definition correctly, keeps the card and places marker on that term and continues playin until misses a match
   2. If player misses the match, the card is replaced face down and must remove one of the earned cards to the table and the corresponding marker from the board
E. Each player proceeds until all information cards are gone

(NOTE: Winner is determined by the player with the most pillow markers on the lollipop gameboard. The winner of the game becomes the judge and the loser plays again.)

PERSONAL LIVING SPACE
Unit I

Presentation of Objectives-Raggedy Ann & Andy Bulletin Board

Materials: Poster board; bulletin board paper; fabric; yarn; stitch witchery and/or glue; buttons; contact paper; wooden spool; felt; shoe string; scissors

Description:

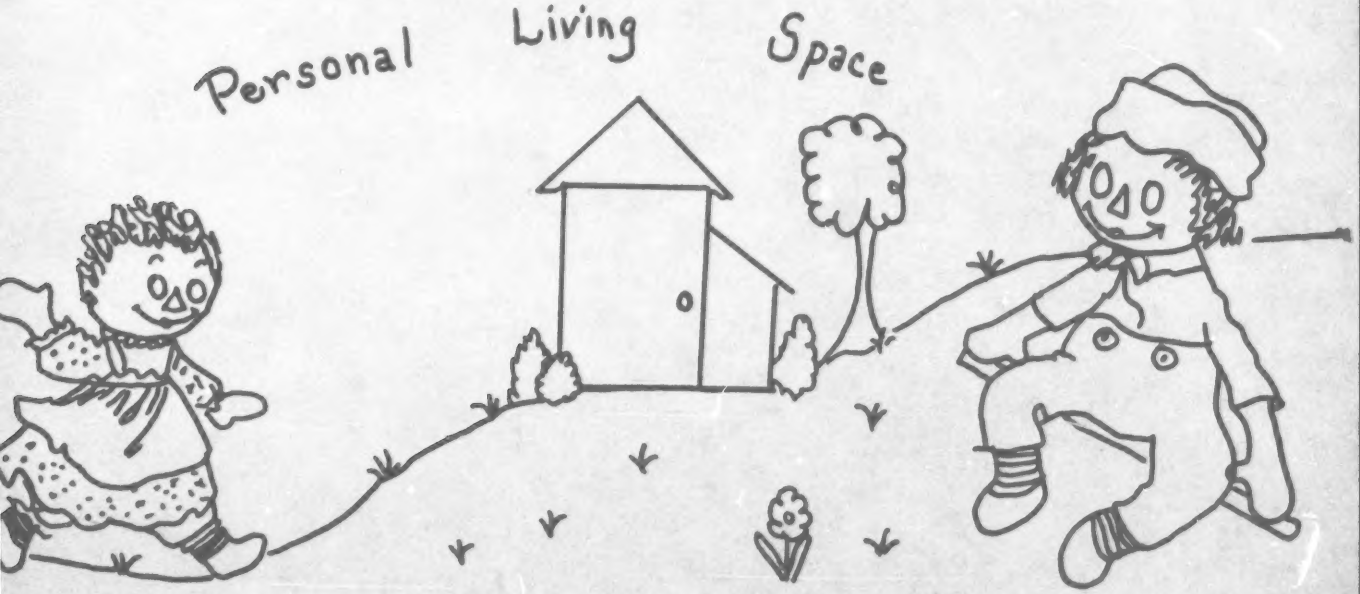
A. Use poster board to enlarge Raggedy Ann and Andy to approximately 2½ feet
B. Dress dolls

Example: Use fabric for clothes--attach with glue or stitch witchery
Use yarn for hair
Use felt for facial features

C. Enlarge house to approximately 3 feet

Hints: Use brown wood-grain poster board
Make house in pieces (largest piece opens as a door to reveal specific objectives on separate sheets of paper
Use wooden spool for door knob
Use shoe string for a door hinge

D. Make flowers and leaves from poster board--cover with fabric
E. Cover with clear contact paper--adds body and prevents raveling
F. Trace and cut letters to desired size
G. Assemble on bulletin board with the grass and sky as background
H. Arrange letters across the sky



PERSONAL LIVING SPACE
UNIT I
FLIP CHART

OBJECTIVE 4. NAME THE THREE BASIC STORAGE RULES.

MATERIALS: Coat hanger; three colors of bulletin board paper; magazine pictures; scissors; glue; magic markers; masking tape; stapler; fabric letters.

PROCEDURE:

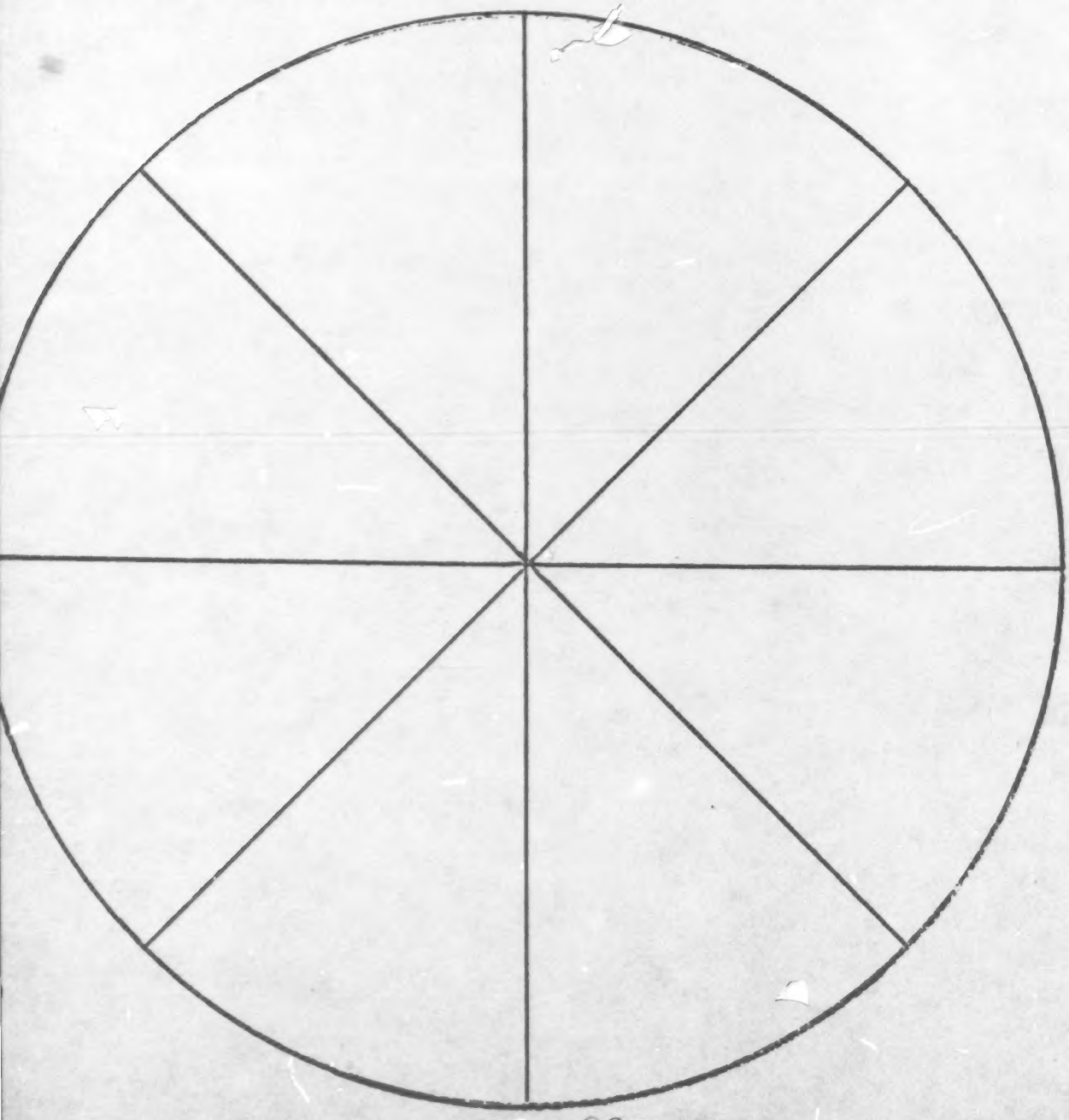
1. Cut sheets of bulletin board paper:
   A. Top and bottom sheet are all one piece of paper -- 15" X 50". Measure down twenty inches and crease to form the fold that will be slipped over the crossbar of the wire coat hanger.
   B. Center sheets are 15" X 22" and 15" X 26".
2. Letter across the bottom of the lower sheets the three rules of storage.
3. Select and cut pictures to illustrate the storage rules and glue on individual sheets.
4. Tape and staple across the top edge of the center sheets. This is for reinforcement.
5. Unfold top and bottom sheet. Place center sheets along crease mark and tape down.
6. Reinforce with tape along crease line wherever necessary.
7. Position coat hanger between last two sheets.
8. From top side, staple just below the hanger -- may have to flatten staples from the back to secure them.
9. May use rick-rack or trim to cover staples on the top.
10. Spell out objective on the top sheet. Fabric letters of coordinating colors may be used.

PERSONAL LIVING SPACE
Unit I

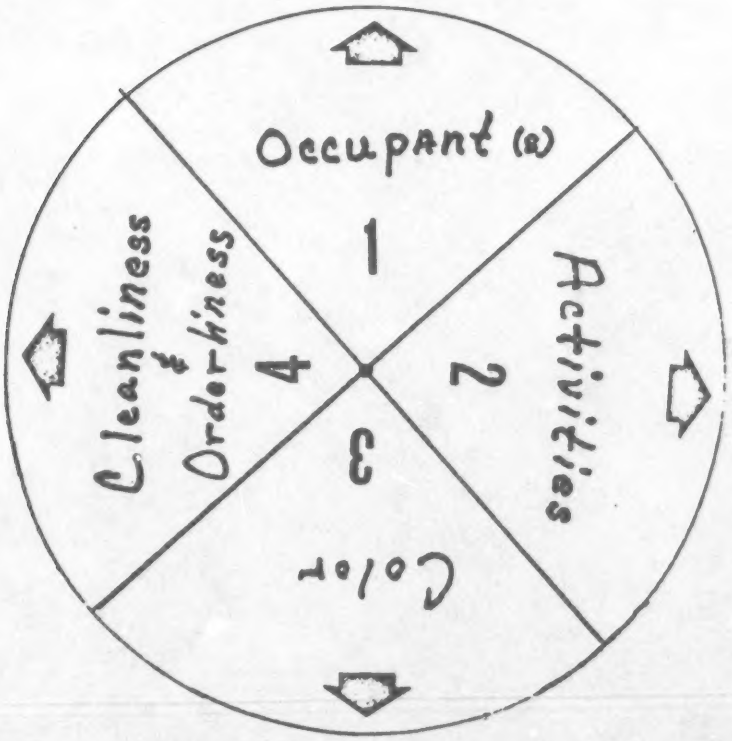
Objective 2-Wheel of Room Personality

Directions:

A. Instruct students to find two magazines pictures that represent each of the four ways room personality is expressed
B. Mix around the large circle and glue

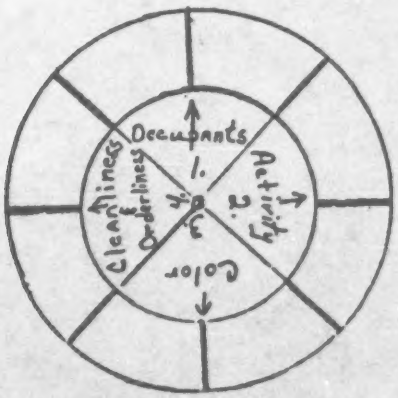


C. Cut and reproduce the smaller circle below



D. Attach to larger circle with a metal brad

E. Students exchange "Wheels of Room Personality" and describe how the magazine pictures correspond to the four ways that room personality is expressed



PERSONAL LIVING SPACE
Unit I

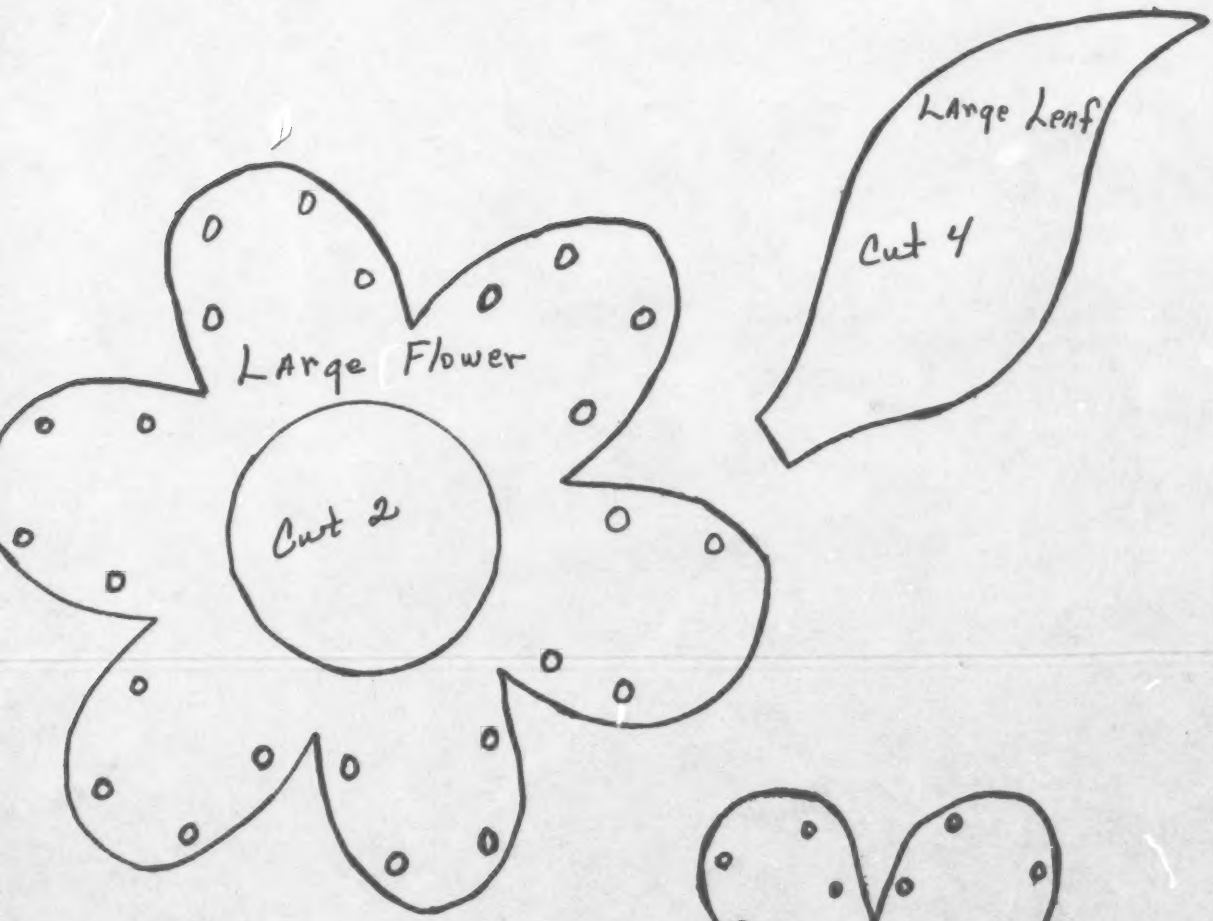
Objective 9-Improvise A Storage Device

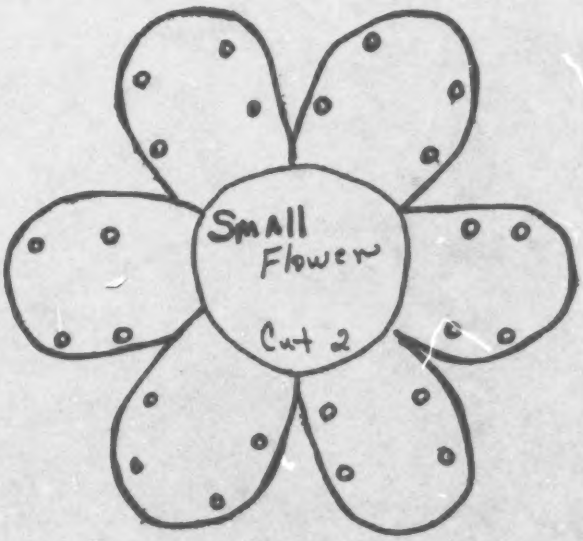
Materials Needed: 2 ½ inch clay flower pot; 7 inch dowel rod; plaster of paris and water; Elmer's Glue All; construction paper; small paint brush; Gesso Acrylic Polymer Base Paint; acrylic tube paints; gloss decoupage finish; styrofoam block (any size); ice pick; cup or container for mixing plaster

Directions:

A. Cut two flowers and four leaves from construction paper
B. Spread glue over one flower and place other flower on top with the dowel rod in the center
C. Spread glue over one leaf and place other leaf on top--repeat step for other leaf
D. Use an ice pick to make holes on one side of the flower petals--use styrofoam block under flower to punch holes
E. Turn flower over and put holes in same place to enlarge
F. Cover flower, leaves and dowel rod with Gesso
G. Reopen holes in flower after painting with Gesso--carefully
H. Allow Gesso to dry completely
I. Paint flower with tube acrylic with desired colors
(NOTE: Tube acrylics give a better surface to take varnish.)
J. Paint leaves
K. Cover drain hole of pot with masking tape on the inside
L. Decorate pot, if desired
M. Put 1/3 cup water (not hot) in paper cup. Add 3/4 cup dry plaster of paris. Let set until water absorbs plaster. Stir plaster.
(NOTE: This will fill one 2½ inch pot.)
N. Center dowel with flower in pot and pour in plaster mix
O. Add leaves and let set, using two pencils to support in front and behind. Do not disturb once plaster begins to set.
P. Complete project by spraying with gloss decoupage varnish

PERSONAL LIVING SPACE
UNIT I
PATTERNS FOR PIERCED EAR-RING HOLDER

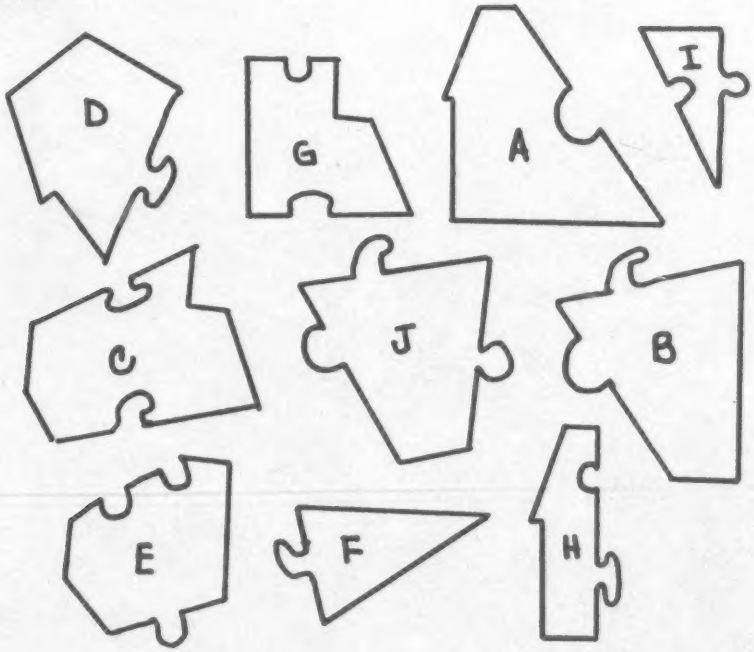




PERSONAL LIVING SPACE
Unit I

Objective 5-Prefab Puzzle House

Directions: Write advantages and disadvantages of orderly personal living space on puzzle pieces. Place in a brown paper sack. Student draws a puzzle piece--if the puzzle piece holds an advantage, the puzzle piece is placed in the center to build the prefab house. If the puzzle piece holds a disadvantage to orderly personal living space, it is discarded.

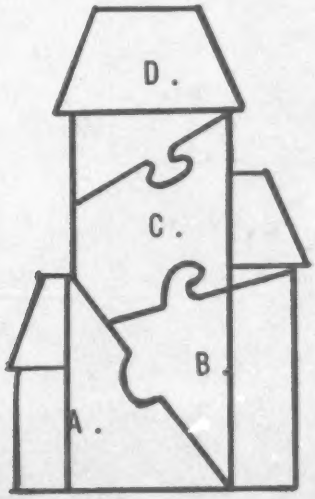


ADVANTAGES:

A. Helps reduce or eliminate frustration.
B. Provides an atmosphere for purposeful activity.
C. Provides an atmosphere for decision-making.
D. Conserves time and energy.

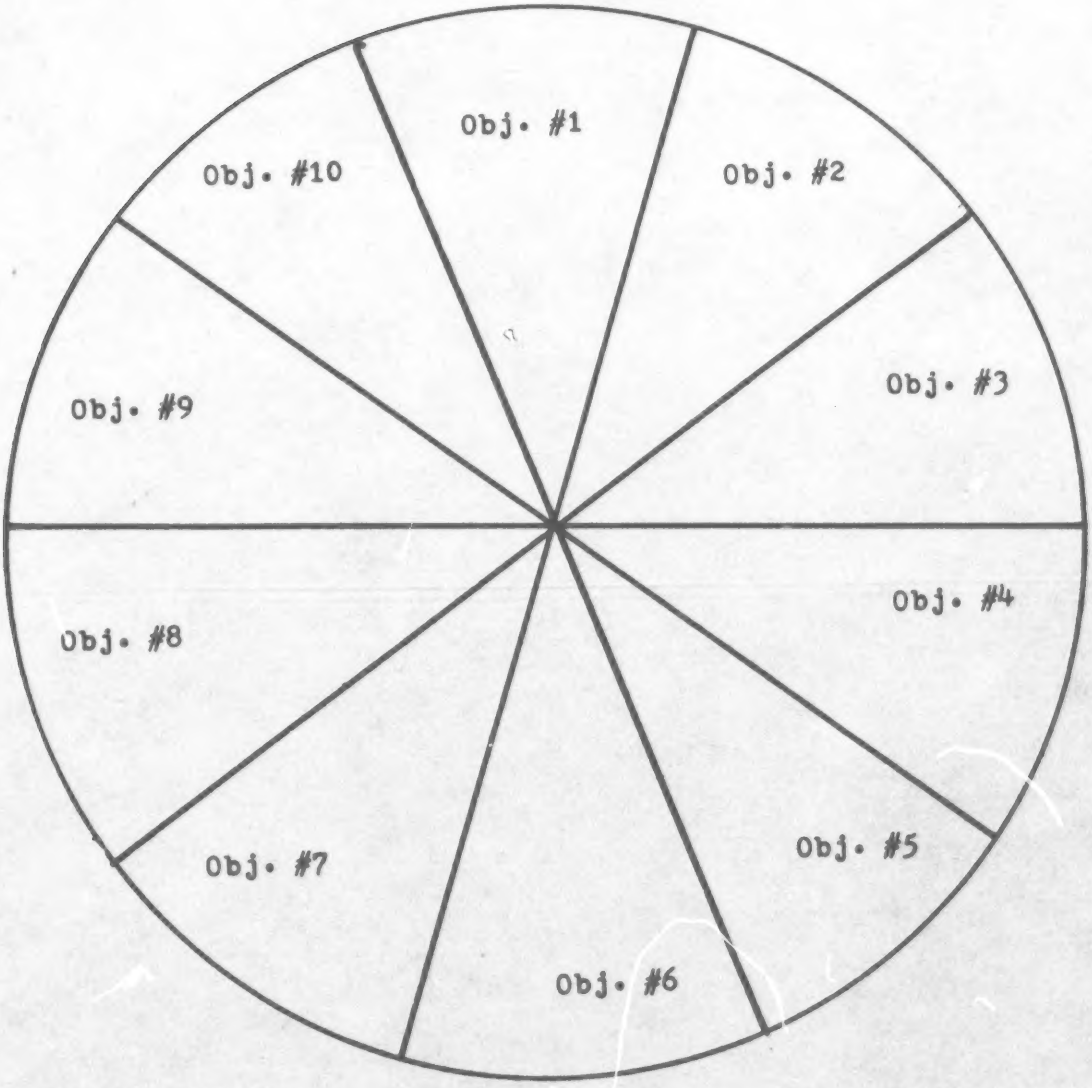
DISADVANTAGES:

E. Makes cleaning more difficult.
F. Increases or causes frustration.
G. Decreases ones desire to spend time in their room.
H. Makes studying more difficult.
I. Requires more time to perform tasks.
J. Reduces attention span.



"COLOR"

Section G - Unit II
Method of Presentation of Objectives
Color Wheel



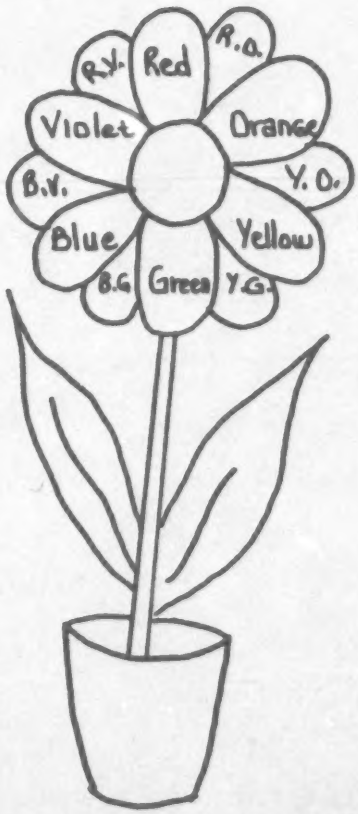
Use Wallpaper Samples to cut the color wheel wedges from. If possible, find samples that correspond to the various colors, as they would be placed in a true color wheel.

*NOTE: ALL OBJECTIVES ARE WRITTEN OUT ON A WEDGE, AS SPECIFIED BY THE NUMBER IN THE WEDGE.

COLOR
Unit II

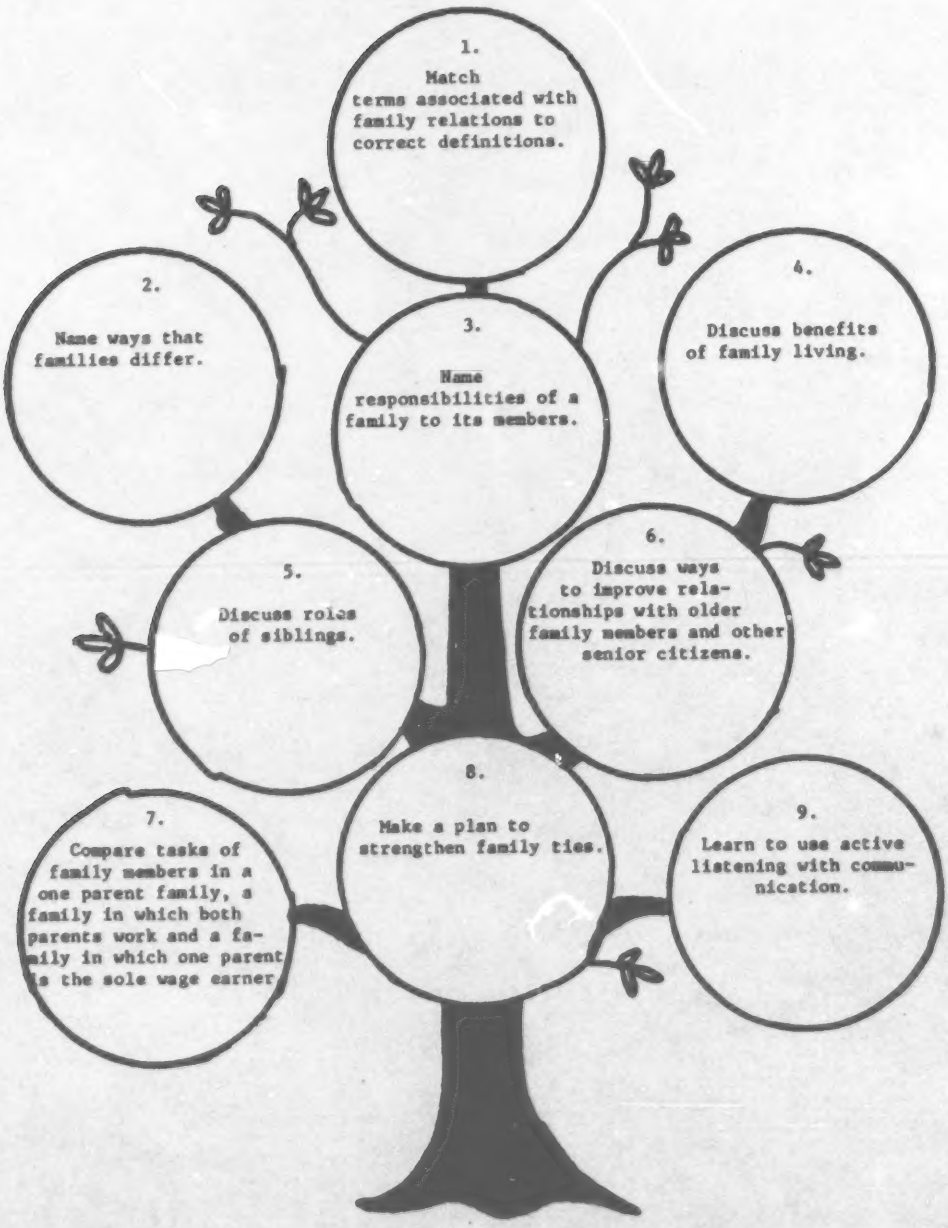
Objective 8-Flower Color Wheel

Directions: Use pattern to cut one each of the 12 color hues. Arrange in order around a white center.



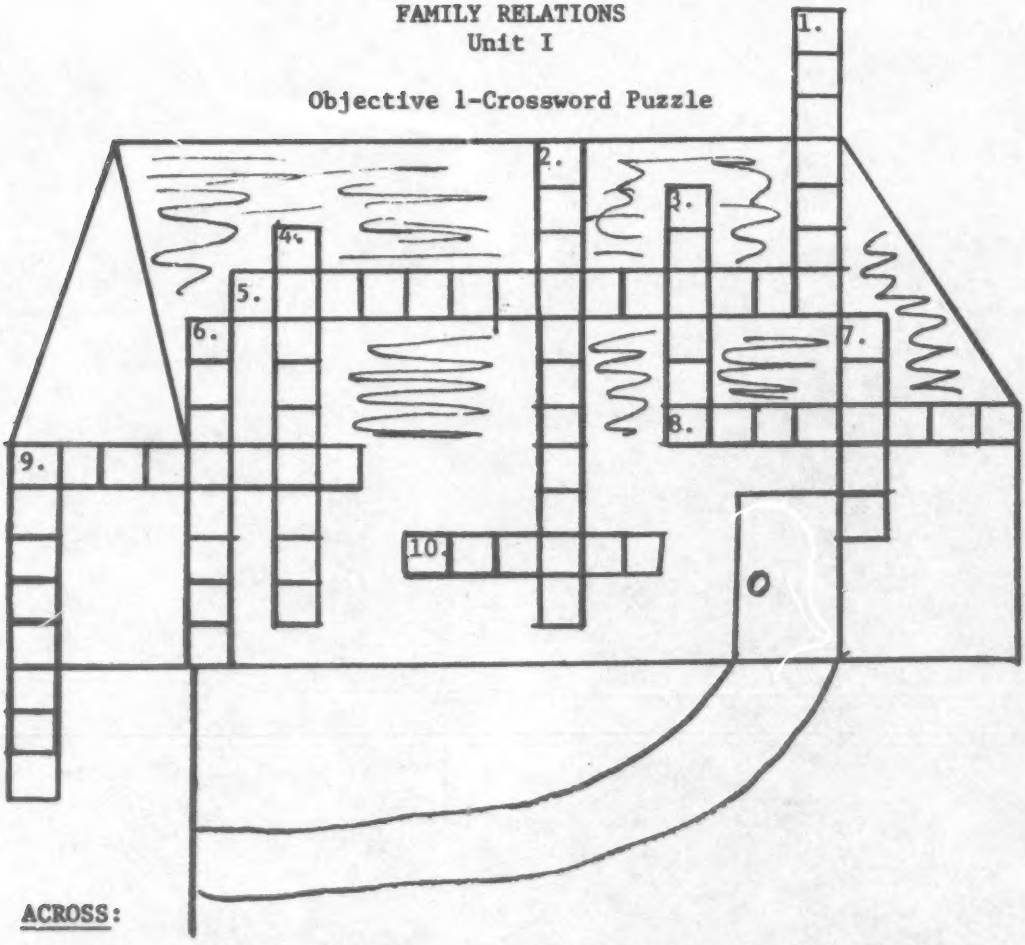
FAMILY RELATIONS
Unit I

Presentation of Objectives


1.
Match terms associated with family relations to correct definitions.
2.
Name ways that families differ.
3.
Name responsibilities of a family to its members.
4.
Discuss benefits of family living.
5.
Discuss roles of siblings.
6.
Discuss ways to improve relationships with older family members and other senior citizens.
7.
Compare tasks of family members in a one parent family, a family in which both parents work and a family in which one parent is the sole wage earner.
8.
Make a plan to strengthen family ties.
9.
Learn to use active listening with communication.

FAMILY RELATIONS
Unit I

Objective 1-Crossword Puzzle



ACROSS:

5. Something for which one is accountable
9. Brothers and sisters
8. Ability to understand the feelings or interests of another
10. Basic link in society made up of persons related by ties of marriage, blood, or by common consent who share a common residence and common economic support

DOWN:

1. Ability to share another person's feelings or emotions
2. One's response to membership in a community
3. Personal beliefs, ideas, and feelings that influence or guide one's actions
4. Being a part of a particular group and feeling needed in that group
6. Change in residence
7. Aims toward which an individual works
9. Freedom from fear or anxiety

FAMILY RELATIONS
UNIT I

Objective 6-Work Stations

Use work stations to help students relate to and understand some of the problems senior citizens may have to contend.

Work Station I

Materials: work gloves, needle and thread.
Assignment: thread needle with work gloves on.
Assimilation: arthritis in hands.

Work Station II

Materials: saran wrap and newspapers.
Assignment: put saran wrap over eyes and read newspaper.
Assimilation: cataracts.

Work Station III

Materials: marshmallows and tape recorder.
Assignment: put 2 marshmallows inmouth and talk into tape recorder.
Assimilation: false teeth.

Work Station IV

Materials: gingersnaps.
Assignment: hold nose while eating a gingersnap.
Assimilation: faulty sense of smell.

Work Station V

Materials: cotton.
Assignment: plug ears with cotton and carry on conversation with someone.
Assimilation: loss of hearing.

FAMILY RELATIONS
UNIT I

Objective 8-Home Experiences

Have each student do a home experience that they feel would help strengthen their family ties in some ways.

Home Experience Suggestions:

(1) Evening meal - Have each member of family tell the most significant thing that happened to them that day. Do this for a week.

(2) Assume a share of home responsibilities. (Share duties with family members - possibly change from time to time).

(3) Rearrange personal space and time in home.

(4) Practice active listening with family.

(5) Make a chart of assigned duties that could be checked off weekly or daily as they were done.

(6) Help to organize and conduct a family council.

(7) Analyze the ways family members contribute to family discord and make plans to improve own behavior.

(8) Plan activities for an elderly member of the family.

(9) Plan games the entire family can play.

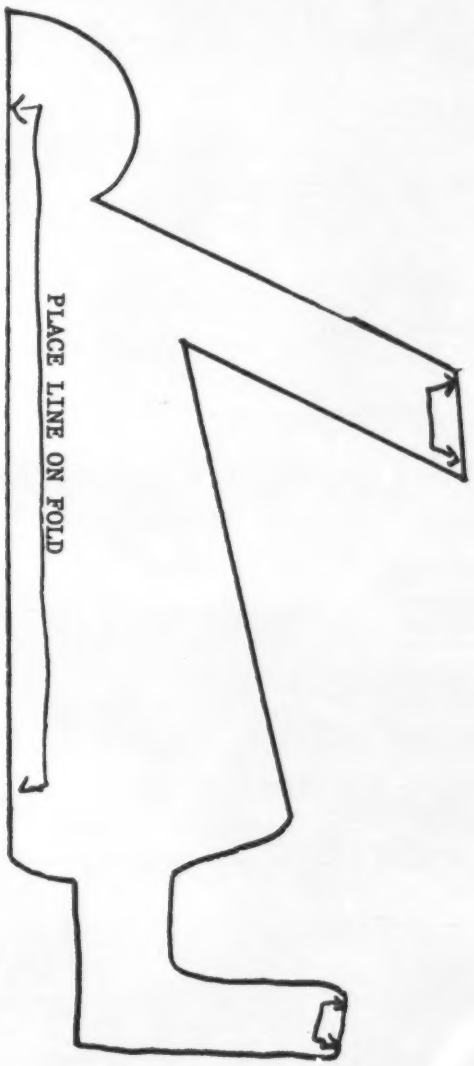
(10) Plan recreation for the family - family fun night, special party, etc.

PEER RELATIONS
UNIT II

To help keep the objectives in front of the students at all times you may do one of two things:

1) Have the objectives on a transparency master for the overhead projector.

2) Make paper doll cutouts that join at the feet and hands. On each doll write an objective. To keep the object covered until you are ready to go over each objective make clothes out of vinyl wallpaper, drapery fabric or construction paper. Paper clip the clothes on the dolls for easy removal later.



PEER RELATIONS
UNIT II

OBJECTIVE 2 - Name factors that influence personality development.
OBJECTIVE 3 - Select from a list desirable personality characteristics.

GRANNY'S CUPBOARD

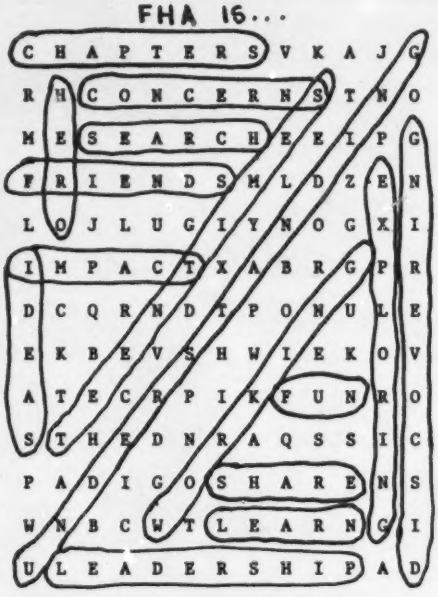
PURPOSE: To help the students become familiar and learn the factors that influence personality development and desirable as well as undesirable personality characteristics.

Players - the whole class

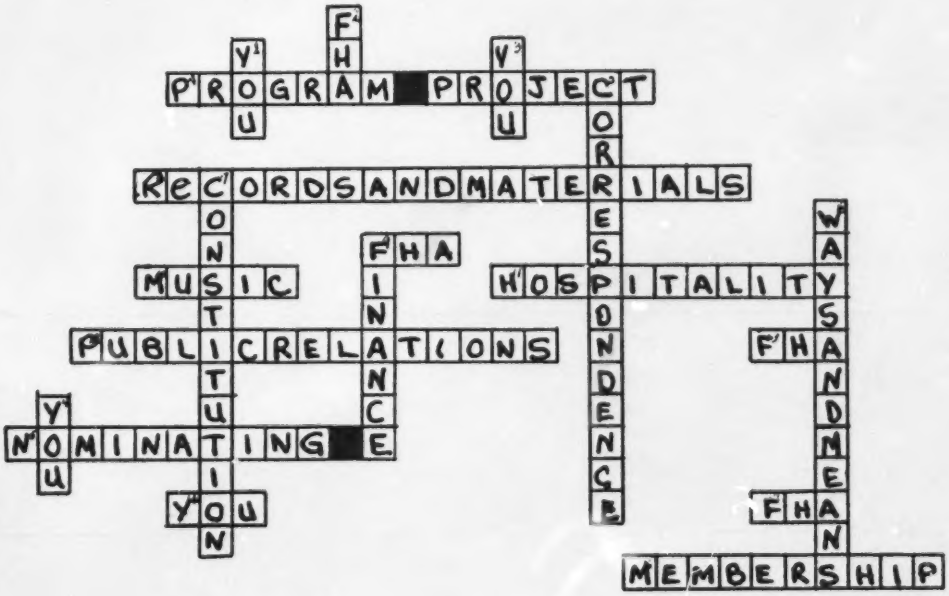
Directions - To begin the game have one student name a factor of personality development, desirable personality characteristic, or an undesirable personality characteristic. Then, the next student says the preceeding factor that was said and one of their own. The game continues in this manner until all of the students have participated in the game.

ANSWERS TO PUZZLES

Section A--Orientation

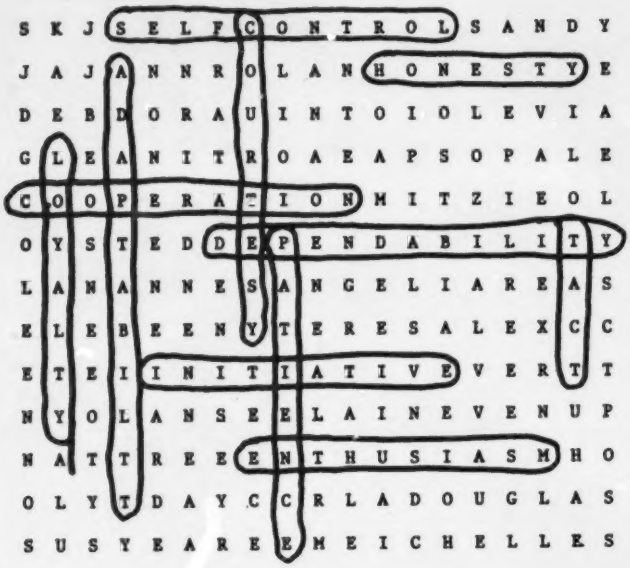

FHA 16...
C H A P T E R S V K A J G
R H C O N C E R N S T N O
M E S E A R C H E E I P G
F R I E N D S H L D Z E N
L O J L U G I Y N O G X I
I M P A C T X A B R G P R
D C Q R N D T P O N U L E
E K B E V S H W I E K O V
A T E C R P I K F U N R O
S T H E D N R A Q S S I C
P A D I G O S H A R E N S
W N B C W T L E A R N G I
U L E A D E R S H I P A D

1. STANDING COMMITTEE (7 8 2 6 3 4 6 4 — 2 6 6 6 4 8 8 3 3) — Permanent or regular committee provided for in the bylaws.
2. BYLAWS (2 9 5 2 9 7) — Document that includes rules that help to keep the local chapter running smoothly.
3. AD HOC (2 3 — 4 6 2) — Means "for a specific purpose" or "for a special case only".
4. SPECIAL COMMITTEE (7 7 3 2 4 2 5 — 2 6 6 6 4 8 8 3 3) — Appointed to take care of specific jobs; functions only until task is completed.
5. EX OFFICIO (3 9 — 6 3 3 4 2 4 6) — Means "from the office" or "by virtue of the office".



ANSWERS TO PUZZLES

SECTION B--CAREER EXPLORATION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J A J A N N R O L A N H O N E S T Y E
D E B D O R A U I N T O I O L E V I A
G L E A N I T R O A E A P S O P A L E
C O O P E R A T I O N M I T Z I E O L
O Y S T E D D E P E N D A B I L I T Y
L A N A N N E S A N G E L I A R E A S
E L E B E E N Y T E R E S A L E X C C
E T E I I N I T I A T I V E V E R T T
N Y O L A N S E E L A I N E V E N U P
N A T T R E E E N T H U S I A S M H O
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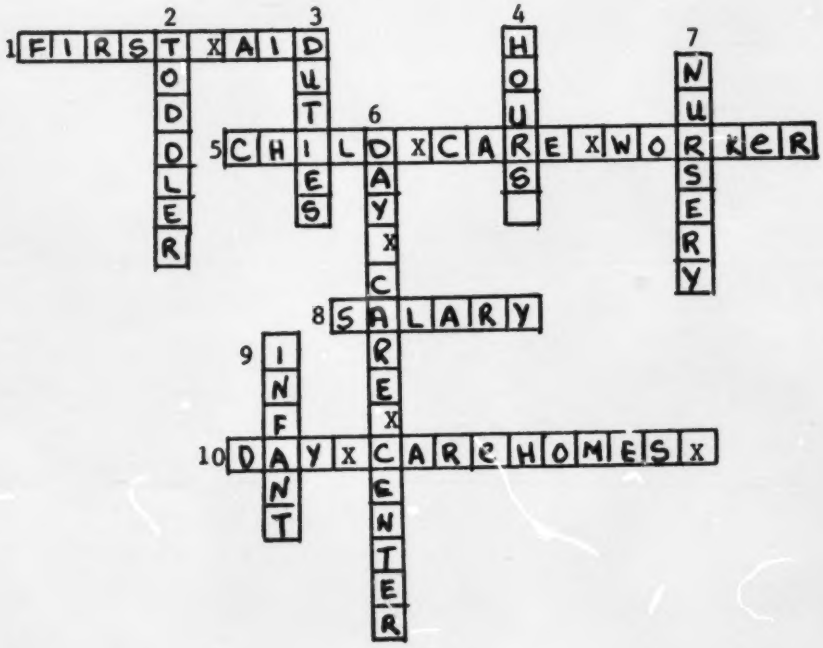
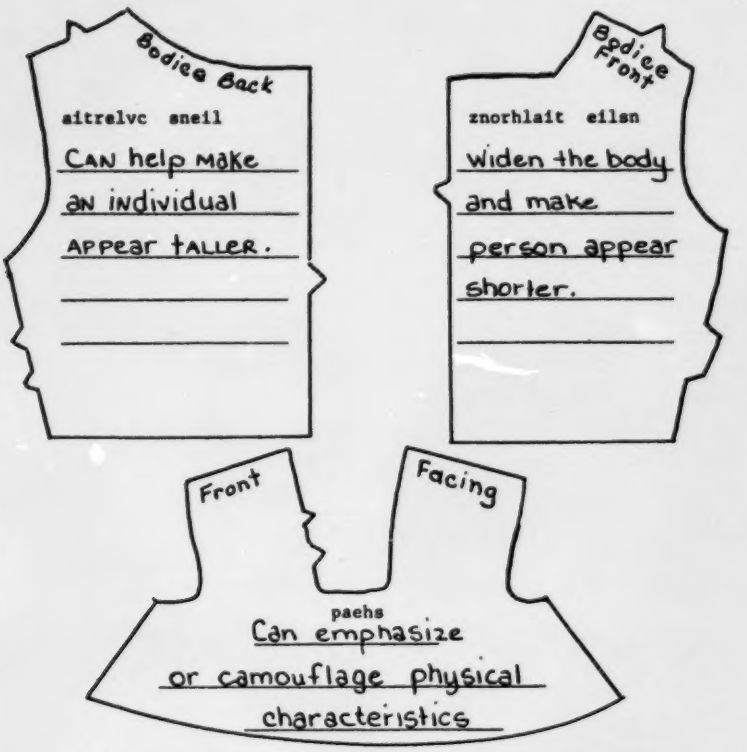
S U S Y E A R E E M E I C H E L L E S

SECTION C--CHILD DEVELOPMENT



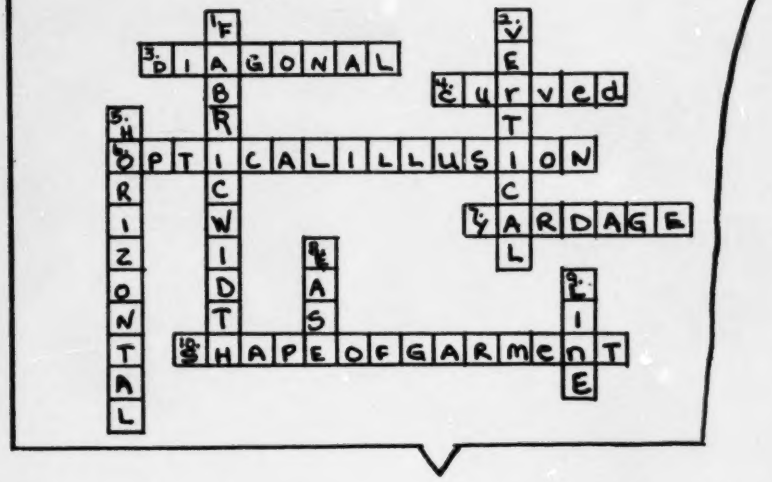
ANSWERS TO PUZZLES

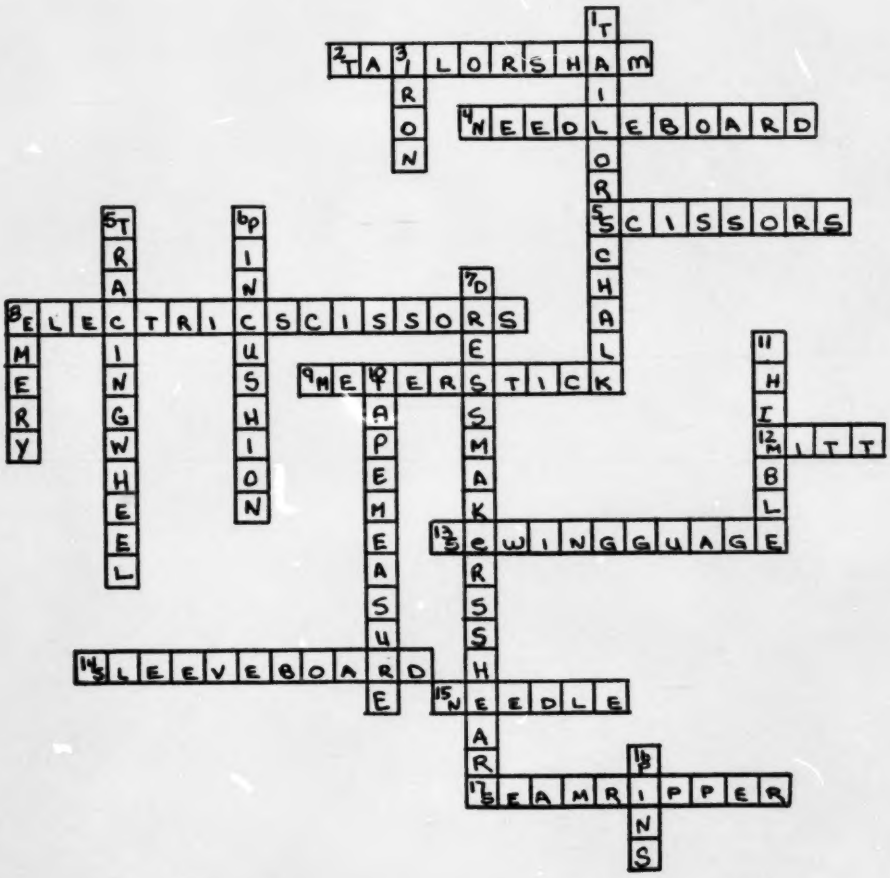
SECTION D--CLOTHING AND TEXTILES

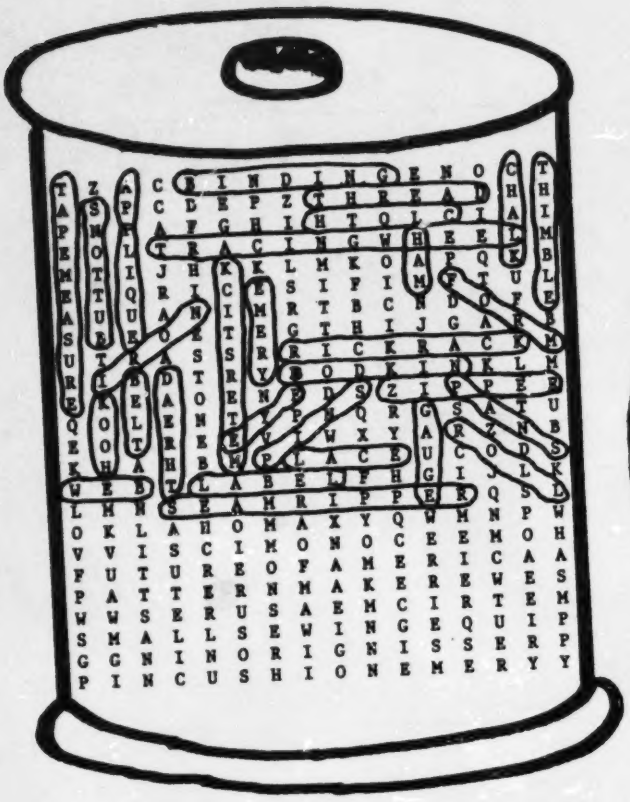


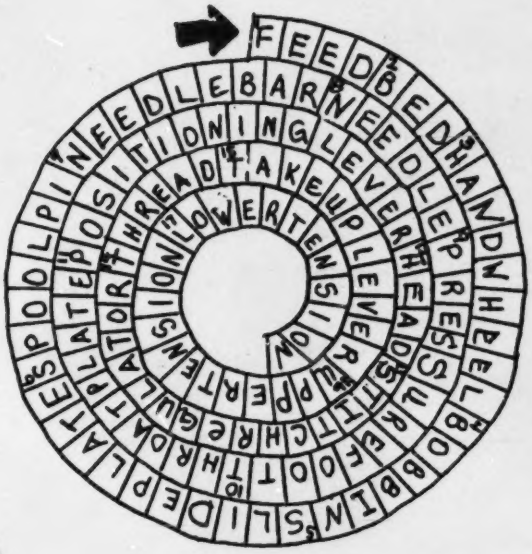
PATTERN AND FABRIC SELECTION
Unit I

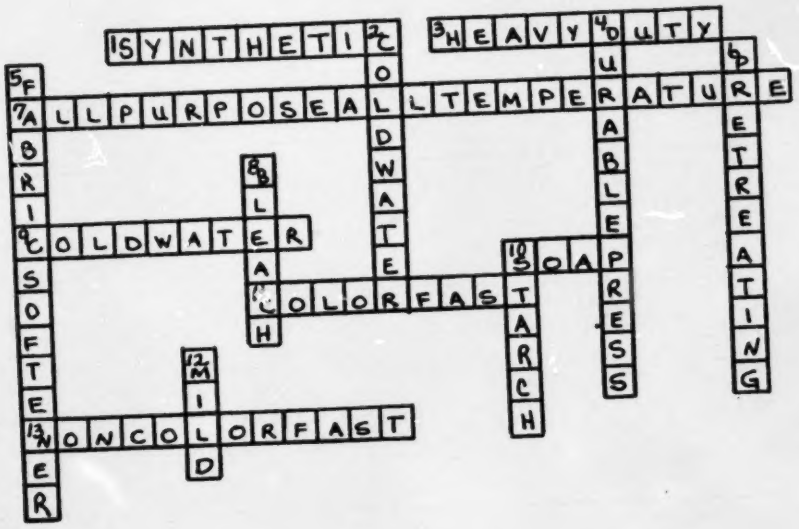
Objectives 1, 2-Crossword Puzzle











1. C O L O R F A S T
   22 6 9 6 2 21 10 12 17
2. N O N C O L O R F A S T
   18 6 18 22 6 9 6 2 21 10 12 17
3. P R E T R E A T I N G
   11 2 24 17 2 24 10 17 26 18 16
4. S Y N T H E T I C S
   12 15 18 17 5 24 17 26 22 12
5. D U R A B L E P R E S S
   1 8 2 10 13 9 24 11 2 24 12 12

Secret Message

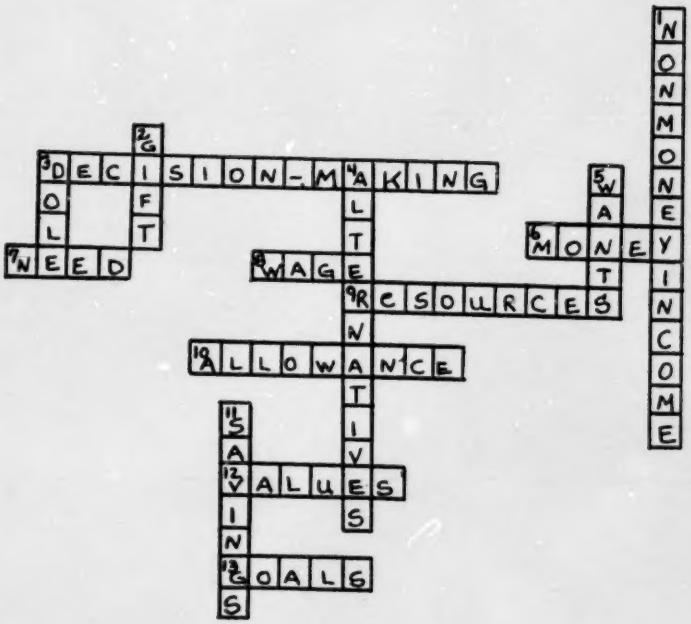
I F Y O U ' L L S T U D Y T H E
26 21 .5 6 8 9 9 12 17 8 1 15 17 5 24

I N F O R M A T I O N S H E E T S F O R
26 18 21 6 2 14 10 17 26 6 18 12 5 24 24 17 12 21 6 2

Y O U R T E S T I S W I L L A L L
15 6 8 2 17 24 12 17 26 17 19 26 9 9 10 9 9

C O M E O U T I N T H E W A S H !!!
22 6 14 24 6 8 17 26 18 17 5 24 19 10 12 5

SECTION E--CONSUMER EDUCATION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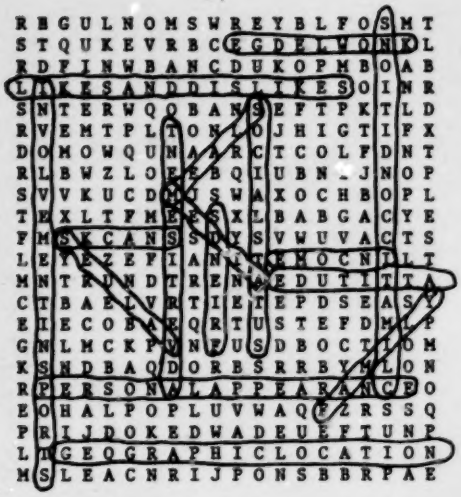
2 G
3 D E C I S I O N - M A K I N G
O F
L T
4 A L T
5 W A
6 M O N E Y
T
7 N E E D
8 W A G E
9 R E S O U R C E S
N
10 A L L O W A N C E
T
11 S I
A V
12 V A L U E S
I S
N
13 G O A L S
N O N M O N E Y

ANSWERS TO PUZZLES

SECTION F--FOOD AND NUTRITION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R D F I N W B A N C D U K O P M B O A B
L A K E S A N D D I S L I K E S O I N R
S N T E R W Q O B A N S E F T P K T L D
R V E M T P L T O N L O J H I G T I F X
D O M O W Q U N A A R C T C O L F D N T
R L B W Z L O E E B Q I U B N J N O P
S V V K U C D O O S W A X O C H B O P L
T E X L T F M E E S X L B A B G A C Y E
F M S K C A N S S D Y S V W U V A C T S
L E Y E Z E F I A N T E K O C N I L T
M N T R U N D T R E N E D U T I T A
C T B A E L V R T I E I E P D S E A S
E I E C O B A E Q R T U S T E F D M P
G N L M C K F V N F U S D B O C T L O M
K S N D B A Q D O R B S R R B Y N L O N
R P E R S O N A L A P P E A R A N C E O
E O H A L P O P L U V W A Q E Z R S S Q
P R I J D O K E D W A D E U E F T U N P
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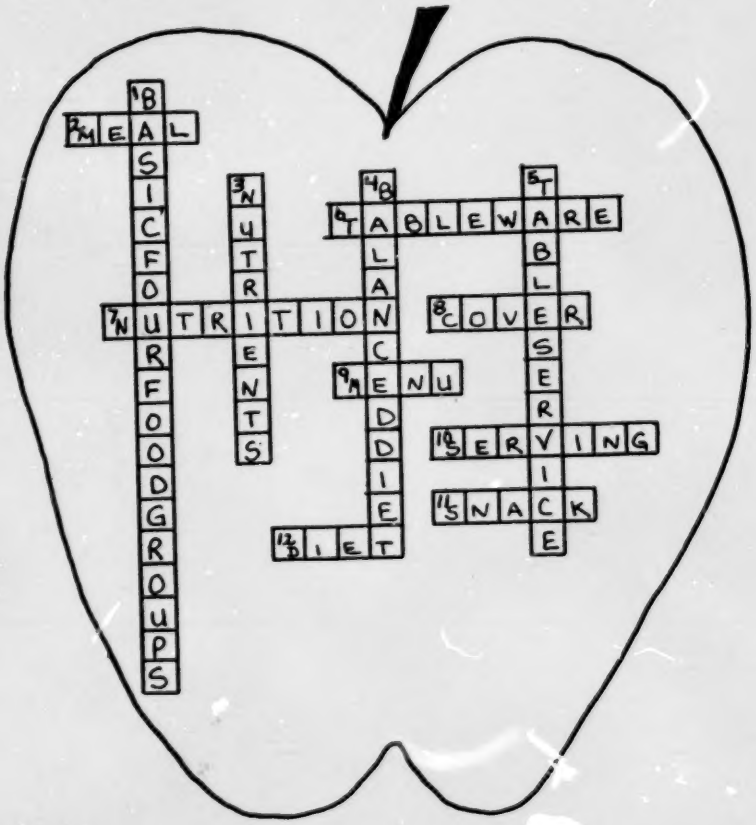
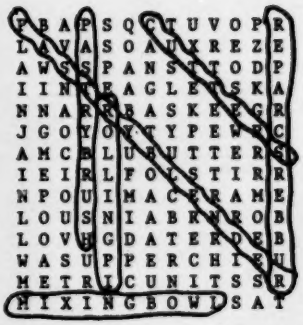
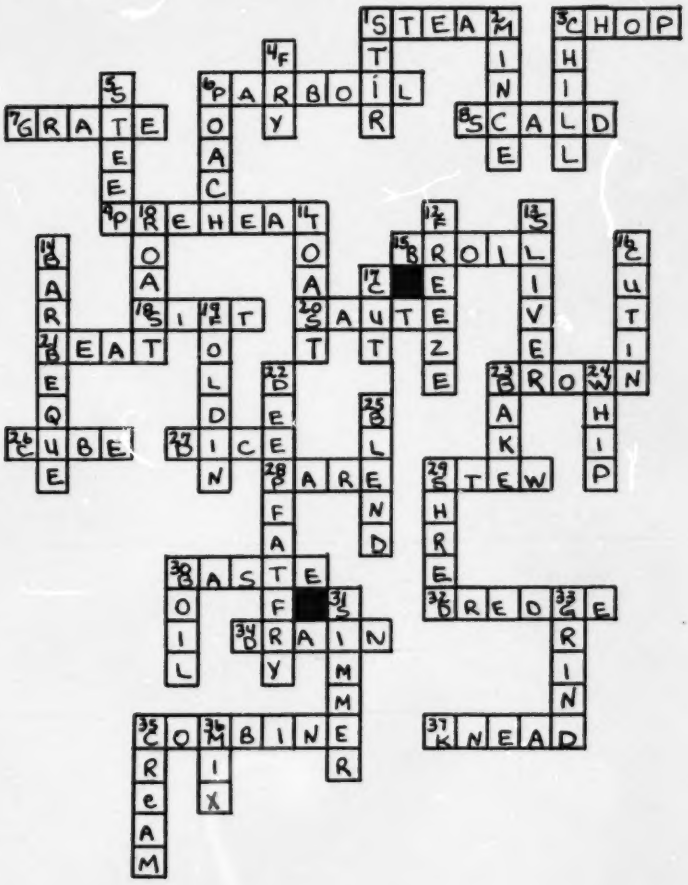


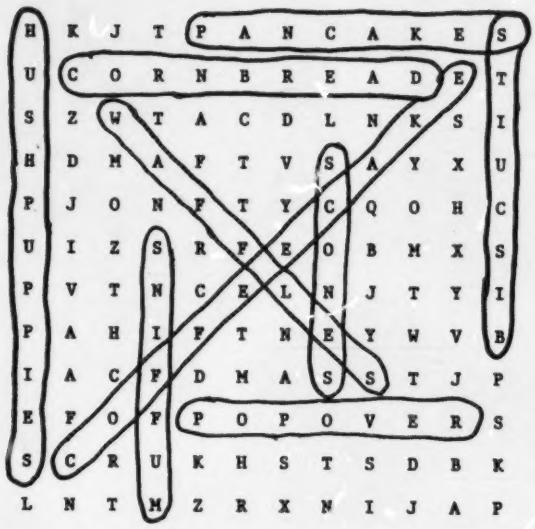


Mystery Phrase: A (10) P (7) L (15) A (10) C (2) E (8) F (5) O (3) R (13)

E (8) V (9) E (8) R (13) Y (1) T (4) H (11) I (12) N (14) G (16) A (10) N (14) D (6)

E (8) V (9) E (8) R (13) Y (1) T (4) H (11) I (12) N (14) G (16) I (12) N (14) I (12) T (4)'s P (7) L (15) A (10) C (2) E (8)

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U I Z S R F E O B M X S
P V T N C E L N J T Y I
P A H I F T N E Y W V B
I A C F D M A S S T J P
E F O F P O P O V E R S
S C R U K H S T S D B K
L N T M Z R X N I J A P

SECTION H--PERSONAL RELATIONSHIPS